

# CORRELATION—CHAPTER 1

	Water Chemistry	Water, Water Everywhere!	The Returning Raindrop	Surface Water is Everywhere on Earth	Let's Go Down Under!	By the Sea	Shedding Light on Watersheds	Land Use and Water Quality	What's the Difference	For Sale: Used Water	Water's Journey	Saving a Resource in Jeopardy	What a Water Job!
<b>MATHEMATICS</b>													
basic computation (addition, subtraction, multiplication, and division)													
use measurements	X						X					X	
make estimates and approximations		X		X									
formulate and solve problems													
probability and statistics													
charts and graphs		X							X	X		X	
<b>SCIENCE</b>													
problem formulation													
formulation of hypothesis									X				
gather information	X					X			X	X	X	X	X
organize and analyze information			X							X		X	
interpret data												X	
draw conclusions	X			X	X	X		X		X			
observation and experimentation (experiment, demonstration)	X			X	X	X		X	X	X		X	
<b>LANGUAGE ARTS</b>													
language (acquiring and using)		X	X	X	X	X			X			X	
writing (mechanical, persuasive, creative, letters)	X	X		X	X		X	X	X		X	X	X
speaking and listening		X								X		X	X
reading and literature		X			X								
communication/presenting ideas		X			X			X			X	X	X
<b>SOCIAL STUDIES</b>													
map skills		X		X		X	X	X			X	X	
collecting/recording/categorizing data		X			X	X				X	X	X	X
comparing and contrasting	X	X			X							X	
inferences/generalizations		X	X	X	X								X
social/human problems & decisionmaking		X			X						X	X	X
<b>RELATED ARTS</b>													
the arts (art, music, drama)		X	X	X	X	X	X		X	X	X	X	X
health													
computer													

# CORRELATION—CHAPTER 2

	Water Goes Around and Comes Around	Water Works	Will That Hold Water?	The Invisible Water Source	Hard or Soft?	Get the Salt Out!	The Main Drain	The Story of Sludge	Wetland in a Bottle	Settling the Wastewater Problem	Waste Not, Want Not	Water Patrol
<b>MATHEMATICS</b>												
basic computation (addition, subtraction, multiplication, and division)	x										x	
use measurements		x									x	
make estimates and approximations	x											
formulate and solve problems	x											
probability and statistics												
charts and graphs	x		x				x	x				
<b>SCIENCE</b>												
problem formulation					x	x						
formulation of hypothesis										x	x	
gather information		x		x			x	x			x	x
organize and analyze information					x			x		x	x	
interpret data	x			x					x	x	x	
draw conclusions	x			x	x				x	x		
observation and experimentation (experiment, demonstration)	x	x	x	x	x	x	x		x	x	x	
<b>LANGUAGE ARTS</b>												
language (acquiring and using)		x	x						x			
writing (mechanical, persuasive, creative, letters)		x					x	x		x	x	x
speaking and listening						x		x	x	x	x	
reading and literature									x			
communication/presenting ideas												x
<b>SOCIAL STUDIES</b>												
map skills			x	x		x						
collecting/recording/categorizing data	x					x				x		
comparing and contrasting	x		x		x	x	x			x		
inferences/generalizations	x			x		x			x	x		x
social/human problems & decisionmaking	x					x						x
<b>RELATED ARTS</b>												
the arts (art, music, drama)	x		x			x	x	x	x			x
health					x							x
computer												

# CORRELATION—CHAPTER 3

	On the Surface of a Watery World	Watery Words	Life in the Water Way	Posted! No Fishing, No Swimming	Dilution is not the Solution to Pollution	Acid Rain, Go Away!	The N, B, & I Pollutants	Stop That Sediment	Working Together to Prevent Pollution	Water-Wise Landscaping	Whose Water Is It?	Pollution Pete Patrol
<b>MATHEMATICS</b>												
basic computation (addition, subtraction, multiplication, and division)					x							
use measurements												
make estimates and approximations	x											
formulate and solve problems												
probability and statistics												
charts and graphs	x											x
<b>SCIENCE</b>												
problem formulation												
formulation of hypothesis												
gather information			x			x			x	x		
organize and analyze information	x											
interpret data	x						x					
draw conclusions	x				x	x				x		
observation and experimentation (experiment, demonstration)	x	x	x		x	x	x	x				x
<b>LANGUAGE ARTS</b>												
language (acquiring and using)		x	x			x		x	x	x		
writing (mechanical, persuasive, creative, letters)		x	x	x		x	x	x				
speaking and listening										x	x	
reading and literature		x										
communication/presenting ideas			x	x						x	x	x
<b>SOCIAL STUDIES</b>												
map skills	x	x								x	x	
collecting/recording/categorizing data		x				x	x			x	x	x
comparing and contrasting								x				
inferences/generalizations											x	x
social/human problems & decisionmaking									x		x	x
<b>RELATED ARTS</b>												
the arts (art, music, drama)	x	x	x	x			x		x	x	x	x
health				x								
computer		x								x		

# CORRELATION—CHAPTER 4

	Aquifer Adventure	Believe It or Not!	At a Snail's Pace	P&P: The Down & Dirty Way Soil Affects Groundwater	Checks and Balances	Wells: A Deep Subject	Cap Chemical	Flush Your Troubles Away	Dump Line...The Tale of Ooze	Stamp Out L.U.S.T.	Down on the Farm, Down in the Water	Going with the Flow: Exploring Irrigation
<b>MATHEMATICS</b>												
basic computation (addition, subtraction, multiplication, and division)		x	x	x		x				x		x
use measurements		x	x	x		x	x		x	x		x
make estimates and approximations		x		x		x						
formulate and solve problems		x		x		x						
probability and statistics		x										
charts and graphs			x				x					
<b>SCIENCE</b>												
problem formulation	x					x			x			x
formulation of hypothesis				x	x				x			x
gather information	x			x	x		x		x			x
organize and analyze information				x	x	x	x		x			x
interpret data	x	x	x	x	x		x		x	x	x	x
draw conclusions	x	x	x	x	x	x			x		x	x
observation and experimentation (experiment, demonstration)	x	x	x	x	x	x	x	x	x	x	x	x
<b>LANGUAGE ARTS</b>												
language (acquiring and using)	x		x	x		x	x	x	x	x		x
writing (mechanical, persuasive, creative, letters)		x	x			x	x	x			x	x
speaking and listening		x		x	x	x	x	x	x	x		
reading and literature			x			x						x
communication/presenting ideas	x	x	x		x	x	x	x	x	x		x
<b>SOCIAL STUDIES</b>												
map skills	x		x		x	x					x	x
collecting/recording/categorizing data	x	x				x	x	x				x
comparing and contrasting	x	x		x	x		x					x
inferences/generalizations	x					x					x	x
social/human problems & decisionmaking		x			x	x	x	x	x	x	x	x
<b>RELATED ARTS</b>												
the arts (art, music, drama)					x	x	x	x		x	x	x
health												
computer												

# CORRELATION—CHAPTER 5

	Wonderful, Waterful Wetlands	Home, Wet Home	To Whom It May Concern	What Can You Do?	Where Did It Wear?	You Must Have Been a Beautiful "Bay-Be"	Down in the Ocean Dumps!	The Inside on Red Tide	Trees by the Sea	Estuary Water	Coastal Conservation Scavenger Hunt	Coastal Food Web
<b>MATHEMATICS</b>												
basic computation (addition, subtraction, multiplication, and division)									X			
use measurements	X				X				X			
make estimates and approximations												
formulate and solve problems												
probability and statistics												
charts and graphs	X	X							X			
<b>SCIENCE</b>												
problem formulation												
formulation of hypothesis										X		
gather information	X	X		X				X		X	X	
organize and analyze information					X						X	X
interpret data								X	X			
draw conclusions	X					X	X	X	X	X		
observation and experimentation (experiment, demonstration)	X				X	X	X	X		X		
<b>LANGUAGE ARTS</b>												
language (acquiring and using)	X	X			X	X						X
writing (mechanical, persuasive, creative, letters)	X	X	X	X	X	X	X			X		
speaking and listening			X									
reading and literature		X	X	X								
communication/presenting ideas		X	X	X			X				X	
<b>SOCIAL STUDIES</b>												
map skills	X		X		X	X			X			
collecting/recording/categorizing data		X	X				X				X	
comparing and contrasting							X		X			X
inferences/generalizations	X							X				X
social/human problems & decisionmaking		X	X									
<b>RELATED ARTS</b>												
the arts (art, music, drama)	X	X	X	X	X	X	X	X				
health							X	X				
computer												

# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY ACTIVITY)

Activity	Standard	Relation
<b>CHAPTER 1- INTRODUCTION TO WATER</b>		
WATER CHEMISTRY	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	3
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	3
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	3
	<b>Unifying Concepts and Processes:</b> Form and function	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	3
	<b>Science as Inquiry:</b> develop understanding about scientific inquiry	2
	<b>Physical Science:</b> develop an understanding of properties of objects and materials	3
	<b>Physical Science:</b> develop an understanding of properties and changes of properties in matter	3
	<b>Physical Science:</b> develop an understanding of transfer of energy	3
WATER, WATER EVERYWHERE!	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	3
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	3
	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of types of resources	3
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	2
	<b>History and Nature as Science:</b> develop understanding of nature as science	2
THE RETURNING RAINDROP	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	3
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	3
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	2
	<b>Unifying Concepts and Processes:</b> Evolution and equilibrium	2
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	3
	<b>Science as Inquiry:</b> develop understanding about scientific inquiry	1
	<b>Life Science:</b> develop understanding of life cycles of organisms	1
	<b>Life Science:</b> develop understanding of organisms and environments	2

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY ACTIVITY)

Activity	Standard	Relation
THE RETURNING RAINDROP (CONT')	<b>Life Science:</b> develop understanding of structure and function in living systems	3
	<b>Life Science:</b> develop understanding of populations and ecosystems	1
	<b>Life Science:</b> develop understanding of diversity and adaptations of organisms	1
WATER ALL OVER THE WORLD	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	2
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Physical Science:</b> develop an understanding of properties of objects and materials	1
	<b>Life Science:</b> develop understanding of structure and function in living systems	2
	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	2
	<b>Science and Technology:</b> develop abilities of technological design	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of risks and benefits	1
<b>History and Nature as Science:</b> develop understanding of nature as science	1	
LET'S GO DOWN UNDER!	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	3
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	2
	<b>Unifying Concepts and Processes:</b> Evolution and equilibrium	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Science as Inquiry:</b> develop understanding about scientific inquiry	1
	<b>Physical Science:</b> develop an understanding of properties and changes of properties in matter	2
	<b>Earth and Space Science:</b> develop an understanding of changes in earth and sky	1
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	3

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

**CORRELATION OF NATIONAL SCIENCE STANDARDS TO  
WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)**

Activity	Standard	Relation
LET'S GO DOWN UNDER! (con't)	<b>Science in Personal and Social Perspective:</b> develop understanding of types of resources	3
	<b>Science in Personal and Social Perspective:</b> develop understanding of changes in environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	2
BY THE SEA	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	1
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	2
SHEDDING LIGHT ON WATERSHEDS	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	1
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	2
PLANNING LAND USE	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Unifying Concepts and Processes:</b> Evolution and equilibrium	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	1
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of types of resources	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of changes in environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	3
	<b>Science in Personal and Social Perspective:</b> develop understanding of natural hazards	3
	<b>Science in Personal and Social Perspective:</b> develop understanding of risks and benefits	3
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in society	2

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY ACTIVITY)

Activity	Standard	Relation
WHAT'S THE DIFFERENCE?	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Unifying Concepts and Processes:</b> Form and function	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	3
	<b>Science as Inquiry:</b> develop understanding about scientific inquiry	2
	<b>Physical Science:</b> develop an understanding of properties and changes of properties in matter	2
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of changes in environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	2
FOR SALE: USED WATER	<b>Science in Personal and Social Perspective:</b> develop understanding of natural hazards	1
	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Life Science:</b> develop understanding of diversity and adaptations of organisms	2
	<b>Science and Technology:</b> develop abilities of technological design	2
	<b>Science and Technology:</b> develop understanding about science and technology	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	3
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in society	3
	<b>History and Nature as Science:</b> develop understanding of nature as science	1

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY ACTIVITY)

Activity	Standard	Relation
WATER'S JOURNEY	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Science as Inquiry:</b> develop understanding about scientific inquiry	1
	<b>Science and Technology:</b> develop abilities of technological design	2
	<b>Science and Technology:</b> develop understanding about science and technology	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	3
	<b>Science in Personal and Social Perspective:</b> develop understanding of risks and benefits	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in society	3
SAVING A RESOURCE IN JEOPARDY	<b>History and Nature as Science:</b> develop understanding of nature as science	1
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	1
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	2
	<b>Science in Personal and Social Perspectives:</b> develop understanding of personal health	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of types of resources	3
	<b>Science in Personal and Social Perspective:</b> develop understanding of changes in environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of risks and benefits	2
WHAT A WATER JOB!	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in society	1
	<b>History and Nature as Science:</b> develop understanding of science as human behavior	3
	<b>History and Nature as Science:</b> develop understanding of nature as science	2

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY ACTIVITY)

Activity	Standard	Relation
<b>CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT</b>		
WATER GOES AROUND AND COMES AROUND	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Science and Technology:</b> develop abilities of technological design	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	3
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in society	2
WATER WORKS	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Science and Technology:</b> develop abilities of technological design	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	3
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	2
WILL THAT HOLD WATER?	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in society	2
	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	1
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	1
	<b>Science and Technology:</b> develop abilities of technological design	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of changes in environments	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in society	2

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY ACTIVITY)

Activity	Standard	Relation
THE INVISIBLE WATER SOURCE	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	1
	<b>Unifying Concepts and Processes:</b> Evolution and equilibrium	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Science as Inquiry:</b> develop understanding about scientific inquiry	2
	<b>Physical Science:</b> develop an understanding of transfer of energy	1
	<b>Earth and Space Science:</b> develop an understanding of changes in earth and sky	1
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	3
HARD OR SOFT?	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	2
	<b>Physical Science:</b> develop an understanding of properties of objects and materials	1
	<b>Physical Science:</b> develop an understanding of properties and changes of properties in matter	2
	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	1
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	3
	<b>Science in Personal and Social Perspectives:</b> develop understanding of personal health	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of natural hazards	2
GET THE SALT OUT!	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	1
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	2
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Science as Inquiry:</b> develop understanding about scientific inquiry	2
	<b>Physical Science:</b> develop an understanding of properties of objects and materials	2

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

**CORRELATION OF NATIONAL SCIENCE STANDARDS TO  
WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)**

Activity	Standard	Relation
GET THE SALT OUT! (CON'T)	<b>Physical Science:</b> develop an understanding of properties and changes of properties in matter	2
	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	2
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	2
THE MAIN DRAIN	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	1
	<b>Science and Technology:</b> develop abilities of technological design	2
	<b>Science in Personal and Social Perspectives:</b> develop understanding of personal health	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of risks and benefits	1
THE WASTEWATER STORY	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in society	2
	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Science as Inquiry:</b> develop understanding about scientific inquiry	1
	<b>Physical Science:</b> develop an understanding of properties and changes of properties in matter	1
	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	1
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	2
	<b>Science and Technology:</b> develop abilities of technological design	2
	<b>Science in Personal and Social Perspectives:</b> develop understanding of personal health	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of natural hazards	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in society	2

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY ACTIVITY)

Activity	Standard	Relation
WETLAND IN A BOTTLE	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Unifying Concepts and Processes:</b> Evolution and equilibrium	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Physical Science:</b> develop an understanding of properties and changes of properties in matter	1
	<b>Physical Science:</b> develop an understanding of transfer of energy	1
	<b>Life Science:</b> develop understanding of organisms and environments	2
	<b>Life Science:</b> develop understanding of structure and function in living systems	2
	<b>Life Science:</b> develop understanding of diversity and adaptations of organisms	1
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	2
	<b>Science and Technology:</b> develop abilities of technological design	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of changes in environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	2
<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	2	
SETTLING THE WASTEWATER PROBLEM	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	1
	<b>Unifying Concepts and Processes:</b> Evolution and equilibrium	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Life Science:</b> develop understanding of populations and ecosystems	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	3

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

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# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY ACTIVITY)

Activity	Standard	Relation
SETTLING THE WASTEWATER PROBLEM (con't)	<b>Science in Personal and Social Perspective:</b> develop understanding of natural hazards	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of risks and benefits	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in society	2
WASTE NOT, WANT NOT	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	1
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	2
	<b>Science in Personal and Social Perspectives:</b> develop understanding of personal health	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of types of resources	3
	<b>Science in Personal and Social Perspective:</b> develop understanding of changes in environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	2
WATER PATROL	<b>Science in Personal and Social Perspective:</b> develop understanding of risks and benefits	2
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	1
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	2
	<b>Science in Personal and Social Perspectives:</b> develop understanding of personal health	3
	<b>Science in Personal and Social Perspective:</b> develop understanding of types of resources	3
	<b>Science in Personal and Social Perspective:</b> develop understanding of changes in environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of risks and benefits	2

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# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY ACTIVITY)

Activity	Standard	Relation
<b>CHAPTER 3- SURFACE WATER RESOURCES</b>		
A SALT WATER-Y WORLD	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Science as Inquiry:</b> develop understanding about scientific inquiry	1
	<b>Physical Science:</b> develop an understanding of properties of objects and materials	1
	<b>Physical Science:</b> develop an understanding of light, heat, electricity, and magnetism	1
	<b>Physical Science:</b> develop an understanding of properties and changes of properties in matter	2
	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of types of resources	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	2
WATERY WORDS AND PLACES	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	1
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	1
	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	2
	<b>Earth and Space Science:</b> develop an understanding of changes in earth and sky	2
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	2
LIVING IN WATER	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Unifying Concepts and Processes:</b> Evolution and equilibrium	1
	<b>Life Science:</b> develop understanding of the characteristics of organisms	1
	<b>Life Science:</b> develop understanding of populations and ecosystems	3
	<b>Life Science:</b> develop understanding of diversity and adaptations of organisms	2

**RELATIONSHIP:**

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**CORRELATION OF NATIONAL SCIENCE STANDARDS TO  
WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)**

Activity	Standard	Relation
POSTED! NO FISHING, NO SWIMMING	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	1
	<b>Science in Personal and Social Perspectives:</b> develop understanding of personal health	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of types of resources	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of changes in environments	3
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	3
	<b>Science in Personal and Social Perspective:</b> develop understanding of natural hazards	3
CLEANING UP	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of types of resources	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of changes in environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	2
ACID RAIN, GO AWAY!	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Physical Science:</b> develop an understanding of properties of objects and materials	1
	<b>Physical Science:</b> develop an understanding of properties and changes of properties in matter	2
	<b>Life Science:</b> develop understanding of regulation and behavior	1
	<b>Earth and Space Science:</b> develop an understanding of changes in earth and sky	2
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of changes in environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of natural hazards	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of risks and benefits	1

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# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY ACTIVITY)

Activity	Standard	Relation	
N, B, & T: POLLUTANTS THREE	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2	
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	1	
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2	
	<b>Life Science:</b> develop understanding of the characteristics of organisms	2	
	<b>Life Science:</b> develop understanding of organisms and environments	3	
	<b>Life Science:</b> develop understanding of populations and ecosystems	1	
	<b>Life Science:</b> develop understanding of diversity and adaptations of organisms	1	
	<b>Science in Personal and Social Perspective:</b> develop understanding of changes in environments	1	
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	1	
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	2	
	<b>Science in Personal and Social Perspective:</b> develop understanding of natural hazards	2	
STOP THAT SEDIMENT	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2	
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	1	
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	1	
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2	
	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	2	
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	1	
	<b>Science and Technology:</b> develop abilities of technological design	1	
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	2	
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in society	1	
	WORKING TOGETHER TO PREVENT POLLUTION	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
		<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
<b>Earth and Space Science:</b> develop an understanding of properties of earth materials		2	

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# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY ACTIVITY)

Activity	Standard	Relation
WORKING TOGETHER TO PREVENT POLLUTION (CON'T)	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	2
	<b>Science and Technology:</b> develop abilities of technological design	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of changes in environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in society	2
WATER-WISE LANDSCAPING	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	1
	<b>Life Science:</b> develop understanding of organisms and environments	2
	<b>Life Science:</b> develop understanding of populations and ecosystems	2
	<b>Life Science:</b> develop understanding of diversity and adaptations of organisms	3
WHOSE WATER IS IT?	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	2
	<b>Earth and Space Science:</b> develop an understanding of changes in earth and sky	2
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of types of resources	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of changes in environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of risks and benefits	2
POLLUTION PETE PATROL	(No correlation)	

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**CORRELATION OF NATIONAL SCIENCE STANDARDS TO  
WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)**

Activity	Standard	Relation
<b>CHAPTER 4- GROUNDWATER RESOURCES</b>		
AQUIFER ADVENTURE	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	1
	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	2
	<b>Earth and Space Science:</b> develop an understanding of changes in earth and sky	2
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	1
BELIEVE IT OR NOT!	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	1
	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	2
	<b>Earth and Space Science:</b> develop an understanding of changes in earth and sky	2
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	1
AT A SNAIL'S PACE?	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	1
	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	2
	<b>Earth and Space Science:</b> develop an understanding of changes in earth and sky	2
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	1
POROSITY & PERMEABILITY: "DOWN AND DIRTY"	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	1
	<b>Unifying Concepts and Processes:</b> Evolution and equilibrium	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2

**RELATIONSHIP:**

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# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY ACTIVITY)

Activity	Standard	Relation
POROSITY & PERMEABILITY: "DOWN AND DIRTY" (CON'T)	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	3
	<b>Earth and Space Science:</b> develop an understanding of changes in earth and sky	2
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	1
CHECKS AND BALANCES	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	2
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Science as Inquiry:</b> develop understanding about scientific inquiry	1
	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	3
	<b>Earth and Space Science:</b> develop an understanding of changes in earth and sky	2
WELLS: A DEEP SUBJECT	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	2
	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	2
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Science as Inquiry:</b> develop understanding about scientific inquiry	1
	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	2
	<b>Earth and Space Science:</b> develop an understanding of changes in earth and sky	2
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	2
CAP A CHEMICAL	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	1
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	1
	<b>Science in Personal and Social Perspectives:</b> develop understanding of personal health	3

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

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# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY ACTIVITY)

Activity	Standard	Relation
CAP A CHEMICAL (CON'T)	<b>Science in Personal and Social Perspective:</b> develop understanding of types of resources	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of changes in environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of natural hazards	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of risks and benefits	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in society	1
	FLUSH YOUR TROUBLES AWAY	<b>Unifying Concepts and Processes:</b> Systems, order, and organization
<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation		2
<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry		2
<b>Science in Personal and Social Perspectives:</b> develop understanding of personal health		3
<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges		1
<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments		2
<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in society		1
A TALE OF OOZE	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	1
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Science in Personal and Social Perspectives:</b> develop understanding of personal health	3
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of natural hazards	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of risks and benefits	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in society	1

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# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY ACTIVITY)

Activity	Standard	Relation
STAMP OUT L.U.S.T.	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	1
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Science in Personal and Social Perspectives:</b> develop understanding of personal health	3
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of natural hazards	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of risks and benefits	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in society	1
DOWN ON THE FARM, DOWN IN THE WATER	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	1
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Science in Personal and Social Perspectives:</b> develop understanding of personal health	3
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of natural hazards	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of risks and benefits	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in society	1
GOIN' WITH THE FLOW	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	1
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Physical Science:</b> develop an understanding of properties and changes of properties in matter	1
	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	1

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# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY ACTIVITY)

Activity	Standard	Relation
GOIN' WITH THE FLOW (CON'T)	<b>Earth and Space Science:</b> develop an understanding of changes in earth and sky	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of changes in environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	2
<b>CHAPTER 5- WETLANDS AND COASTAL WATERS</b>		
WONDERFUL, WATERFUL WETLANDS	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	3
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	1
	<b>Life Science:</b> develop understanding of organisms and environments	3
	<b>Life Science:</b> develop understanding of structure and function in living systems	3
	<b>Life Science:</b> develop understanding of populations and ecosystems	3
	<b>Life Science:</b> develop understanding of diversity and adaptations of organisms	3
HOME, WET HOME	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	3
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	1
	<b>Life Science:</b> develop understanding of organisms and environments	3
	<b>Life Science:</b> develop understanding of structure and function in living systems	3
	<b>Life Science:</b> develop understanding of populations and ecosystems	3
	<b>Life Science:</b> develop understanding of diversity and adaptations of organisms	3
TO WHOM IT MAY CONCERN	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	3
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	1
	<b>Life Science:</b> develop understanding of organisms and environments	3

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# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY ACTIVITY)

Activity	Standard	Relation
TO WHOM IT MAY CONCERN (CON'T)	<b>Life Science:</b> develop understanding of structure and function in living systems	3
	<b>Life Science:</b> develop understanding of populations and ecosystems	3
	<b>Life Science:</b> develop understanding of diversity and adaptations of organisms	3
WHAT CAN I DO?	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of changes in environments	3
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	3
WHERE DID IT WEAR?	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	2
	<b>Physical Science:</b> develop an understanding of properties and changes of properties in matter	1
	<b>Life Science:</b> develop understanding of populations and ecosystems	1
	<b>Earth and Space Science:</b> develop an understanding of changes in earth and sky	3
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	1
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	1
YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	2
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	2
	<b>Earth and Space Science:</b> develop an understanding of changes in earth and sky	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of changes in environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	2

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# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY ACTIVITY)

Activity	Standard	Relation
YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE" (CON'T)	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of natural hazards	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of risks and benefits	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in society	1
DOWN IN THE OCEAN DUMPS	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	2
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	2
	<b>Earth and Space Science:</b> develop an understanding of changes in earth and sky	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of changes in environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of natural hazards	2
	<b>Science in Personal and Social Perspective:</b> develop understanding of risks and benefits	2
<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in society	1	
THE INSIDE ON THE RED TIDE	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	1
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Life Science:</b> develop understanding of life cycles of organisms	2
	<b>Life Science:</b> develop understanding of organisms and environments	3
	<b>Science in Personal and Social Perspective:</b> develop understanding of natural hazards	3
	<b>Science in Personal and Social Perspective:</b> develop understanding of risks and benefits	2

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

**CORRELATION OF NATIONAL SCIENCE STANDARDS TO  
WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)**

Activity	Standard	Relation
TREES BY THE SEA	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Physical Science:</b> develop an understanding of properties and changes of properties in matter	1
	<b>Life Science:</b> develop understanding of organisms and environments	2
	<b>Life Science:</b> develop understanding of populations and ecosystems	3
	<b>Life Science:</b> develop understanding of diversity and adaptations of organisms	3
	<b>Science in Personal and Social Perspectives:</b> develop understanding of characteristics and changes in populations	2
ESTUARY WATER	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	2
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	2
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Life Science:</b> develop understanding of organisms and environments	2
	<b>Life Science:</b> develop understanding of structure and function in living systems	2
	<b>Life Science:</b> develop understanding of populations and ecosystems	2
	<b>Life Science:</b> develop understanding of diversity and adaptations of organisms	2
COASTAL CONSERVATION SCAVENGER HUNT	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	3
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Life Science:</b> develop understanding of organisms and environments	3
	<b>Life Science:</b> develop understanding of structure and function in living systems	3
	<b>Life Science:</b> develop understanding of populations and ecosystems	3
	<b>Life Science:</b> develop understanding of diversity and adaptations of organisms	3

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

**CORRELATION OF NATIONAL SCIENCE STANDARDS TO  
WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)**

Activity	Standard	Relation
COASTAL FOOD WEB	<b>Unifying Concepts and Processes:</b> Systems, order, and organization	3
	<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	2
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	1
	<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	2
	<b>Life Science:</b> develop understanding of the characteristics of organisms	3
	<b>Life Science:</b> develop understanding of organisms and environments	3
	<b>Life Science:</b> develop understanding of structure and function in living systems	3
	<b>Life Science:</b> develop understanding of populations and ecosystems	3

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY STANDARD)

Standard Name	Activity	Relation
<b>Unifying Concepts and Processes:</b> Systems, order, and organization	<b>CHAPTER 1-INTRODUCTION TO WATER</b>	
	WATER CHEMISTRY	3
	THE RETURNING RAINDROP	3
	LET'S GO DOWN UNDER!	3
	PLANNING LAND USE	2
	WHAT'S THE DIFFERENCE?	2
	FOR SALE: USED WATER	2
	WATER'S JOURNEY	2
	<b>CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT</b>	
	WATER GOES AROUND AND COMES AROUND	2
	WATER WORKS	2
	WILL THAT HOLD WATER?	2
	THE INVISIBLE WATER SOURCE	2
	GET THE SALT OUT!	2
	THE MAIN DRAIN	2
	THE WASTEWATER STORY	2
	WETLAND IN A BOTTLE	2
	SETTLING THE WASTEWATER PROBLEM	2
	<b>CHAPTER 3- SURFACE WATER RESOURCES RESOURCES</b>	
	A SALT WATER-Y WORLD	2
	WATERY WORDS AND PLACES	1
	LIVING IN WATER	2
	N, B, & T: POLLUTANTS THREE	2
	STOP THAT SEDIMENT	2
	<b>CHAPTER 4- GRUNDWATER RESOURCES</b>	
	AQUIFER ADVENTURE	2
	BELIEVE IT OR NOT!	2
	AT A SNAIL'S PACE?	2
	POROSITY & PERMEABILITY: "DOWN AND DIRTY"	2
	CHECKS AND BALANCES	2
	WELLS: A DEEP SUBJECT	2
	CAP A CHEMICAL	1
	FLUSH YOUR TROUBLES AWAY	1
	A TALE OF OOZE	1
	STAMP OUT L.U.S.T.	1
	DOWN ON THE FARM, DOWN IN THE WATER	1
	GOIN' WITH THE FLOW	1
	<b>CHAPTER 5- WETLANDS AND COASTAL WATERS</b>	
	WONDERFUL, WATERFUL WETLANDS	3
	HOME, WET HOME	3
	TO WHOM IT MAY CONCERN	3
	WHERE DID IT WEAR?	2
	YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	2
	DOWN IN THE OCEAN DUMPS	2

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

CORRELATION OF NATIONAL SCIENCE STANDARDS TO  
WATER SOURCEBOOK (3-5)  
(BY STANDARD)

Standard Name	Activity	Relation
	TREES BY THE SEA	2

RELATIONSHIP:

- 3-standard main focus of activity, direct relation to standard
- 2-standard supported or addressed in activity
- 1-standard is part of focus of activity

# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY STANDARD)

Standard Name	Activity	Relation
<b>Unifying Concepts and Processes:</b> Systems, order, and organization	ESTUARY WATER	2
(con't)	COASTAL CONSERVATION SCAVENGER HUNT	3
	COASTAL FOOD WEB	3
<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation	<b>CHAPTER 1-INTRONDUCTION TO WATER</b>	
	WATER CHEMISTRY	3
	WATER, WATER EVERYWHERE!	3
	THE RETURNING RAINDROP	3
	WATER ALL OVER THE WORLD	2
	LET'S GO DOWN UNDER!	2
	BY THE SEA	1
	SHEDDING LIGHT ON WATERSHEDS	1
	PLANNING LAND USE	2
	WHAT'S THE DIFFERENCE?	2
	FOR SALE: USED WATER	2
	WATER'S JOURNEY	2
	SAVING A RESOURCE IN JEOPARDY	2
	WHAT A WATER JOB!	2
	<b>CHAPTER 2- DRINKING WATER AND WASTE</b>	
	<b>WATER TREATMENT</b>	
	WATER WORKS	2
	THE INVISIBLE WATER SOURCE	2
	HARD OR SOFT?	2
	GET THE SALT OUT!	1
	THE WASTEWATER STORY	2
	WETLAND IN A BOTTLE	2
	SETTLING THE WASTEWATER PROBLEM	2
	WASTE NOT, WANT NOT	1
	WATER PATROL	1
	<b>CHAPTER 3- SURFACE WATER RESOURCES</b>	
	<b>RESOURCES</b>	
	A SALT WATER-Y WORLD	2
	LIVING IN WATER	2
	POSTED! NO FISHING, NO SWIMMING	1
	CLEANING UP	2
	ACID RAIN, GO AWAY!	2
	N, B, & T: POLLUTANTS THREE	1
	STOP THAT SEDIMENT	1
	WORKING TOGETHER TO PREVENT POLLUTION	2
	WATER-WISE LANDSCAPING	1
	<b>CHAPTER 4-GROUNDWATER RESOURCES</b>	
	CHECKS AND BALANCES	2
	WELLS: A DEEP SUBJECT	2
	CAP A CHEMICAL	2
	FLUSH YOUR TROUBLES AWAY	2

**RELATIONSHIP:**

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# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY STANDARD)

Standard Name	Activity	Relation	
<b>Unifying Concepts and Processes:</b> Evidence, models, and explanation (con't)	A TALE OF OOZE	2	
	STAMP OUT L.U.S.T.	2	
	DOWN ON THE FARM, DOWN IN THE WATER	2	
	GOIN' WITH THE FLOW	2	
	<b>CHAPTER 5-WETLANDS AND COASTAL WATERS</b>		
	WONDERFUL, WATERFUL WETLANDS	2	
	HOME, WET HOME	2	
	TO WHOM IT MAY CONCERN	2	
	WHAT CAN I DO?	1	
	WHERE DID IT WEAR?	2	
	YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	2	
	DOWN IN THE OCEAN DUMPS	2	
	THE INSIDE ON THE RED TIDE	1	
	TREES BY THE SEA	2	
	ESTUARY WATER	2	
	COASTAL CONSERVATION SCAVENGER HUNT	2	
	COASTAL FOOD WEB	2	
	<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation	<b>CHAPTER 1- INTRODUCTION TO WATER</b>	
		WATER CHEMISTRY	3
THE RETURNING RAINDROP		2	
WATER ALL OVER THE WORLD		2	
LET'S GO DOWN UNDER!		2	
<b>CHAPTER 2- DRINKING WATER AND WASTE WATER TREATMENT</b>			
THE INVISIBLE WATER SOURCE		1	
HARD OR SOFT?		2	
GET THE SALT OUT!		2	
SETTLING THE WASTEWATER PROBLEM		1	
<b>CHAPTER 3- SURFACE WATER RESOURCES</b>			
A SALT WATER-Y WORLD		1	
WATERY WORDS AND PLACES		1	
CLEANING UP		1	
STOP THAT SEDIMENT		1	
<b>CHAPTER 4-GROUNDWATER RESOURCES</b>			
AQUIFER ADVENTURE		1	
BELIEVE IT OR NOT!		1	
AT A SNAIL'S PACE?		1	
POROSITY & PERMEABILITY: "DOWN AND DIRTY"		1	
CHECKS AND BALANCES		2	
WELLS: A DEEP SUBJECT		2	
CAP A CHEMICAL		1	
<b>CHAPTER 5-WETLANDS AND COASTAL WATERS</b>			
WONDERFUL, WATERFUL WETLANDS		1	
HOME, WET HOME		1	

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1-standard is par of focus of activity

# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY STANDARD)

Standard Name	Activity	Relation
<b>Unifying Concepts and Processes:</b> Constancy, change, and explanation (con't)	TO WHOM IT MAY CONCERN	1
	WHERE DID IT WEAR?	2
	YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	2
	DOWN IN THE OCEAN DUMPS	2
	THE INSIDE ON THE RED TIDE	1
	ESTUARY WATER	2
	COASTAL CONSERVATION SCAVENGER HUNT	1
	COASTAL FOOD WEB	1
<b>Unifying Concepts and Processes:</b> Evolution and equilibrium	<b>CHAPTER 1- INTRODUCTION TO WATER</b>	
	THE RETURNING RAINDROP	2
	LET'S GO DOWN UNDER!	1
	PLANNING LAND USE	1
	<b>CHAPTER 2- DRINKING WATER AND WASTE</b>	
	<b>WATER TREATMENT</b>	
	THE INVISIBLE WATER SOURCE	1
	WETLAND IN A BOTTLE	1
	SETTLING THE WASTEWATER PROBLEM	1
	<b>CHAPTER 3- SURFACE WATER RESOURCES</b>	
<b>RESOURCES</b>		
LIVING IN WATER	1	
<b>CHAPTER 4-GROUNDWATER RESOURCES</b>		
POROSITY & PERMEABILITY: "DOWN AND DIRTY"	1	
<b>Unifying Concepts and Processes:</b> Form and function	<b>CHAPTER 1- INTRODUCTION TO WATER</b>	
	WATER CHEMISTRY	1
	WHAT'S THE DIFFERENCE?	1
<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry	<b>CHAPTER 1- INTRODUCTION TO WATER</b>	
	WATER CHEMISTRY	3
	WATER, WATER EVERYWHERE!	3
	THE RETURNING RAINDROP	3
	WATER ALL OVER THE WORLD	2
	LET'S GO DOWN UNDER!	2
	BY THE SEA	1
	SHEDDING LIGHT ON WATERSHEDS	1
	PLANNING LAND USE	2
	WHAT'S THE DIFFERENCE?	3
	FOR SALE: USED WATER	2
	WATER'S JOURNEY	2
	SAVING A RESOURCE IN JEOPARDY	2
	<b>CHAPTER 2- DRINKING WATER AND WASTE</b>	
	<b>WATER TREATMENT</b>	
	WATER GOES AROUND AND COMES AROUND	2
	WATER WORKS	2

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# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY STANDARD)

Standard Name	Activity	Relation	
<b>Science as Inquiry:</b> develop abilities necessary to do scientific inquiry (con't)	WILL THAT HOLD WATER?	1	
	THE INVISIBLE WATER SOURCE	2	
	GET THE SALT OUT!	2	
	THE MAIN DRAIN	2	
	THE WASTEWATER STORY	2	
	WETLAND IN A BOTTLE	2	
	SETTLING THE WASTEWATER PROBLEM	2	
	WASTE NOT, WANT NOT	2	
	WATER PATROL	2	
	<b>CHAPTER 3- SURFACE WATER RESOURCES</b>		
	<b>RESOURCES</b>		
	A SALT WATER-Y WORLD	2	
	CLEANING UP	2	
	ACID RAIN, GO AWAY!	2	
	N, B, & T: POLLUTANTS THREE	2	
	STOP THAT SEDIMENT	2	
	WORKING TOGETHER TO PREVENT POLLUTION	2	
	WHOSE WATER IS IT?	2	
	<b>CHAPTER 4-GROUNDWATER RESOURCES</b>		
	AQUIFER ADVENTURE	1	
	BELIEVE IT OR NOT!	1	
	AT A SNAIL'S PACE?	1	
	POROSITY & PERMEABILITY: "DOWN AND DIRTY"	2	
	CHECKS AND BALANCES	2	
	WELLS: A DEEP SUBJECT	2	
	CAP A CHEMICAL	1	
	FLUSH YOUR TROUBLES AWAY	2	
	A TALE OF OOZE	2	
	STAMP OUT L.U.S.T.	2	
	DOWN ON THE FARM, DOWN IN THE WATER	2	
	GOIN' WITH THE FLOW	2	
	<b>CHAPTER 5</b>		
	WONDERFUL, WATERFUL WETLANDS	1	
	HOME, WET HOME	1	
	TO WHOM IT MAY CONCERN	1	
	WHAT CAN I DO?	2	
	YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	2	
DOWN IN THE OCEAN DUMPS	2		
THE INSIDE ON THE RED TIDE	2		
TREES BY THE SEA	2		
ESTUARY WATER	2		
COASTAL CONSERVATION SCAVENGER HUNT	2		
COASTAL FOOD WEB	2		

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

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1-standard is par of focus of activity

# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY STANDARD)

Standard Name	Activity	Relation
<b>Science as Inquiry:</b> develop understanding about scientific inquiry	<b>CHAPTER 1- INTRODUCTION TO WATER</b>	
	WATER CHEMISTRY	2
	THE RETURNING RAINDROP	1
	LET'S GO DOWN UNDER!	1
	WHAT'S THE DIFFERENCE?	2
	WATER'S JOURNEY	1
	<b>CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT</b>	
	THE INVISIBLE WATER SOURCE	2
	GET THE SALT OUT!	2
	THE WASTEWATER STORY	1
	A SALT WATER-Y WORLD	1
	<b>CHAPTER 4-GROUNDWATER RESOURCES</b>	
	CHECKS AND BALANCES	1
	WELLS: A DEEP SUBJECT	1
<b>Physical Science:</b> develop an understanding of properties of objects and materials	<b>CHAPTER 1- INTRODUCTION TO WATER</b>	
	WATER CHEMISTRY	3
	WATER ALL OVER THE WORLD	1
	<b>CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT</b>	
	HARD OR SOFT?	1
	GET THE SALT OUT!	2
	<b>CHAPTER 3- SURFACE WATER RESOURCES RESOURCES</b>	
	A SALT WATER-Y WORLD	1
	ACID RAIN, GO AWAY!	1
<b>Physical Science:</b> develop an understanding of light, heat, electricity, and magnetism	<b>CHAPTER 3- SURFACE WATER RESOURCES RESOURCES</b>	
	A SALT WATER-Y WORLD	1
<b>Physical Science:</b> develop an understanding of properties and changes of properties in matter	<b>CHAPTER 1- INTRODUCTION TO WATER</b>	
	WATER CHEMISTRY	3
	LET'S GO DOWN UNDER!	2
	WHAT'S THE DIFFERENCE?	2
	<b>CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT</b>	
	HARD OR SOFT?	2
	GET THE SALT OUT!	2
	THE WASTEWATER STORY	1
	WETLAND IN A BOTTLE	1

**RELATIONSHIP:**

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# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY STANDARD)

Standard Name	Activity	Relation
<b>Physical Science:</b> develop an understanding of properties and changes of properties in matter (con't)	<b>CHAPTER 3- SURFACE WATER RESOURCES RESOURCES</b>	
	A SALT WATER-Y WORLD	2
	ACID RAIN, GO AWAY!	2
	<b>CHAPTER 4-GROUNDWATER RESOURCES</b>	
	GOIN' WITH THE FLOW	1
<b>CHAPTER 5- WETLANDS AND COASTAL WATERS</b>	WHERE DID IT WEAR?	1
	TREES BY THE SEA	1
<b>Physical Science:</b> develop an understanding of transfer of energy	<b>CHAPTER 1- INTRODUCTION TO WATER</b>	
	WATER CHEMISTRY	3
	<b>CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT</b>	
	THE INVISIBLE WATER SOURCE	1
	WETLAND IN A BOTTLE	1
<b>Life Science:</b> develop understanding of the characteristics of organisms	<b>CHAPTER 3- SURFACE WATER RESOURCES RESOURCES</b>	
	LIVING IN WATER	1
	N, B, & T: POLLUTANTS THREE	2
	<b>CHAPTER 5- WETLANDS AND COASTAL WATERS</b>	
	COASTAL FOOD WEB	3
<b>Life Science:</b> develop understanding of life cycle of organisms	<b>CHAPTER 1- INTRODUCTION TO WATER</b>	
	THE RETURNING RAINDROP	1
	<b>CHAPTER 5- WETLANDS AND COASTAL WATERS</b>	
	THE INSIDE ON THE RED TIDE	2
<b>Life Science:</b> develop understanding of organisms and environments	<b>CHAPTER 1- INTRODUCTION TO WATER</b>	
	THE RETURNING RAINDROP	2
	<b>CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT</b>	
	WETLAND IN A BOTTLE	2
	N, B, & T: POLLUTANTS THREE	3
	WATER-WISE LANDSCAPING	2
	<b>CHAPTER 3- SURFACE WATER RESOURCES RESOURCES</b>	
	WONDERFUL, WATERFUL WETLANDS	3
	HOME, WET HOME	3
	TO WHOM IT MAY CONCERN	3
THE INSIDE ON THE RED TIDE	3	
TREES BY THE SEA	2	

**RELATIONSHIP:**

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1-standard is par of focus of activity

**CORRELATION OF NATIONAL SCIENCE STANDARDS TO  
WATER SOURCEBOOK (3-5)  
(BY STANDARD)**

Standard Name	Activity	Relation
	ESTUARY WATER	2
	COASTAL CONSERVATION SCAVENGER HUNT	3
	COASTAL FOOD WEB	3

**RELATIONSHIP:**

- 3-standard main focus of activity, direct relation to standard
- 2-standard supported or addressed in activity
- 1-standard is part of focus of activity

# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY STANDARD)

Standard Name	Activity	Relation
<b>Life Science:</b> develop understanding of structure and function in living systems	<b>CHAPTER 1- INTRODUCTION TO WATER</b>	
	THE RETURNING RAINDROP	3
	WATER ALL OVER THE WORLD	2
	<b>CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT</b>	
	WETLAND IN A BOTTLE	2
	<b>CHAPTER 5- WETLANDS AND COASTAL WATERS</b>	
	WONDERFUL, WATERFUL WETLANDS	3
	HOME, WET HOME	3
	TO WHOM IT MAY CONCERN	3
	ESTUARY WATER	2
COASTAL CONSERVATION SCAVENGER HUNT	3	
COASTAL FOOD WEB	3	
<b>Life Science:</b> develop understanding of regulation and behavior	<b>CHAPTER 3- SURFACE WATER RESOURCES RESOURCES</b>	
	ACID RAIN, GO AWAY!	1
<b>Life Science:</b> develop understanding of populations and ecosystems	<b>CHAPTER 1- INTRODUCTION TO WATER</b>	
	THE RETURNING RAINDROP	1
	<b>CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT</b>	
	SETTLING THE WASTEWATER PROBLEM	2
	<b>CHAPTER 3- SURFACE WATER RESOURCES RESOURCES</b>	
	LIVING IN WATER	3
	N, B, & T: POLLUTANTS THREE	1
	WATER-WISE LANDSCAPING	2
	<b>CHAPTER 5- WETLANDS AND COASTAL WATERS</b>	
	WONDERFUL, WATERFUL WETLANDS	3
	HOME, WET HOME	3
	TO WHOM IT MAY CONCERN	3
	WHERE DID IT WEAR?	1
	TREES BY THE SEA	3
	ESTUARY WATER	2
COASTAL CONSERVATION SCAVENGER HUNT	3	
COASTAL FOOD WEB	3	
<b>Life Science:</b> develop understanding of diversity and adaptations of organisms	<b>CHAPTER 1- INTRODUCTION TO WATER</b>	
	THE RETURNING RAINDROP	1
	FOR SALE: USED WATER	2
	<b>CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT</b>	
	WETLAND IN A BOTTLE	1

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

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# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY STANDARD)

Standard Name	Activity	Relation	
<b>Life Science:</b> develop understanding of diversity and adaptations of organisms (con't)	<b>CHAPTER 3- SURFACE WATER RESOURCES</b>		
	LIVING IN WATER	2	
	N, B, & T: POLLUTANTS THREE	1	
	WATER-WISE LANDSCAPING	3	
	<b>CHAPTER 5- WETLANDS AND COASTAL WATERS</b>		
	WONDERFUL, WATERFUL WETLANDS	3	
	HOME, WET HOME	3	
	TO WHOM IT MAY CONCERN	3	
	TREES BY THE SEA	3	
	ESTUARY WATER	2	
	COASTAL CONSERVATION SCAVENGER HUNT	3	
	<b>Earth and Space Science:</b> develop an understanding of properties of earth materials	<b>CHAPTER 1- INTRODUCTION TO WATER</b>	
		WATER, WATER EVERYWHERE!	2
		WATER ALL OVER THE WORLD	2
PLANNING LAND USE		1	
SAVING A RESOURCE IN JEOPARDY		1	
<b>CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT</b>			
HARD OR SOFT?		1	
GET THE SALT OUT!		2	
THE MAIN DRAIN		1	
THE WASTEWATER STORY		1	
WASTE NOT, WANT NOT		1	
WATER PATROL		1	
<b>CHAPTER 3- SURFACE WATER RESOURCES</b>			
A SALT WATER-Y WORLD		1	
WATERY WORDS AND PLACES		2	
STOP THAT SEDIMENT		2	
WORKING TOGETHER TO PREVENT POLLUTION		2	
WHOSE WATER IS IT?		2	
<b>CHAPTER 4- GROUNDWATER RESOURCES</b>			
AQUIFER ADVENTURE		2	
BELIEVE IT OR NOT!		2	
AT A SNAIL'S PACE?		2	
POROSITY & PERMEABILITY: "DOWN AND DIRTY"		3	
CHECKS AND BALANCES		3	
WELLS: A DEEP SUBJECT		2	
GOIN' WITH THE FLOW		1	
<b>CHAPTER 5- WETLANDS AND COASTAL WATERS</b>			
YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	2		
DOWN IN THE OCEAN DUMPS	2		

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

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# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY STANDARD)

Standard Name	Activity	Relation	
<b>Earth and Space Science:</b> develop an understanding of changes in earth and sky	<b>CHAPTER 1- INTRODUCTION TO WATER</b> LET'S GO DOWN UNDER!	1	
	<b>CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT</b> THE INVISIBLE WATER SOURCE	1	
	<b>CHAPTER 3- SURFACE WATER RESOURCES RESOURCES</b> WATERY WORDS AND PLACES	2	
	ACID RAIN, GO AWAY!	2	
	WHOSE WATER IS IT?	2	
	<b>CHAPTER 4- GROUNDWATER RESOURCES</b> AQUIFER ADVENTURE	2	
	BELIEVE IT OR NOT!	2	
	AT A SNAIL'S PACE?	2	
	POROSITY & PERMEABILITY: "DOWN AND DIRTY"	2	
	CHECKS AND BALANCES	2	
	WELLS: A DEEP SUBJECT	2	
	GOIN' WITH THE FLOW	1	
	<b>CHAPTER 5- WETLANDS AND COASTAL WATERS</b> WHERE DID IT WEAR?	3	
	YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	2	
	DOWN IN THE OCEAN DUMPS	2	
	<b>Earth and Space Science:</b> develop an understanding of structure of the earth system	<b>CHAPTER 1- INTRODUCTION TO WATER</b> LET'S GO DOWN UNDER!	3
		BY THE SEA	2
SHEDDING LIGHT ON WATERSHEDS		2	
PLANNING LAND USE		1	
WHAT'S THE DIFFERENCE?		1	
SAVING A RESOURCE IN JEOPARDY		2	
<b>CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT</b> WILL THAT HOLD WATER?		1	
THE INVISIBLE WATER SOURCE		3	
HARD OR SOFT?		3	
GET THE SALT OUT!		2	
THE WASTEWATER STORY		2	
WETLAND IN A BOTTLE		2	
WASTE NOT, WANT NOT		2	
WATER PATROL		2	
<b>CHAPTER 3- SURFACE WATER RESOURCES RESOURCES</b> WATERY WORDS AND PLACES		2	
ACID RAIN, GO AWAY!		2	
STOP THAT SEDIMENT		1	

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is par of focus of activity

**CORRELATION OF NATIONAL SCIENCE STANDARDS TO  
WATER SOURCEBOOK (3-5)  
(BY STANDARD)**

Standard Name	Activity	Relation
	WORKING TOGETHER TO PREVENT POLLUTION WHOSE WATER IS IT?	2 1

**RELATIONSHIP:**

- 3-standard main focus of activity, direct relation to standard
- 2-standard supported or addressed in activity
- 1-standard is part of focus of activity

# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY STANDARD)

Standard Name	Activity	Relation
<b>Earth and Space Science:</b> develop an understanding of structure of the earth system (con't)	<b>CHAPTER 4- GROUNDWATER RESOURCES</b> AQUIFER ADVENTURE BELIEVE IT OR NOT! AT A SNAIL'S PACE? POROSITY & PERMEABILITY: "DOWN AND DIRTY" CHECKS AND BALANCES WELLS: A DEEP SUBJECT	1 1 1 1 2 2
	<b>CHAPTER 5- WETLANDS AND COASTAL WATERS</b> WHERE DID IT WEAR?	1
<b>Science and Technology:</b> develop abilities of technological design	<b>CHAPTER 1- INTRODUCTION TO WATER</b> WATER ALL OVER THE WORLD FOR SALE: USED WATER WATER'S JOURNEY	1 2 2
	<b>CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT</b> WATER GOES AROUND AND COMES AROUND WATER WORKS WILL THAT HOLD WATER? THE MAIN DRAIN THE WASTEWATER STORY WETLAND IN A BOTTLE	2 2 2 2 2 1
	<b>CHAPTER 3- SURFACE WATER RESOURCES RESOURCES</b> STOP THAT SEDIMENT WORKING TOGETHER TO PREVENT POLLUTION	1 1
<b>Science and Technology:</b> develop understanding about science and technology	<b>CHAPTER 1- INTRODUCTION TO WATER</b> FOR SALE: USED WATER WATER'S JOURNEY	2 2
<b>Science in Personal and Social Perspectives:</b> develop understanding of personal health	<b>CHAPTER 1- INTRODUCTION TO WATER</b> SAVING A RESOURCE IN JEOPARDY	1
	<b>CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT</b> HARD OR SOFT? THE MAIN DRAIN THE WASTEWATER STORY WASTE NOT, WANT NOT WATER PATROL <b>CHAPTER 3- SURFACE WATER RESOURCES RESOURCES</b> POSTED! NO FISHING, NO SWIMMING	2 1 2 1 3 2

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is par of focus of activity

# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY STANDARD)

Standard Name	Activity	Relation
<b>Science in Personal and Social Perspectives:</b> develop understanding of personal health (con't)	<b>CHAPTER 4- GROUNDWATER RESOURCES</b>	
	CAP A CHEMICAL	3
	FLUSH YOUR TROUBLES AWAY	3
	A TALE OF OOZE	3
	STAMP OUT L.U.S.T.	3
	DOWN ON THE FARM, DOWN IN THE WATER	3
<b>Science in Personal and Social Perspectives:</b> develop understanding of characteristics and changes in populations	<b>CHAPTER 5- WETLANDS AND COASTAL WATERS</b>	
	TREES BY THE SEA	2
<b>Science in Personal and Social Perspective:</b> develop understanding of types of resources	<b>CHAPTER 1- INTRODUCTION TO WATER</b>	
	WATER, WATER EVERYWHERE!	3
	LET'S GO DOWN UNDER!	3
	PLANNING LAND USE	2
	SAVING A RESOURCE IN JEOPARDY	3
	<b>CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT</b>	
	WASTE NOT, WANT NOT	3
	WATER PATROL	3
	<b>CHAPTER 3- SURFACE WATER RESOURCES RESOURCES</b>	
	A SALT WATER-Y WORLD	2
	POSTED! NO FISHING, NO SWIMMING	2
	CLEANING UP	2
	WHOSE WATER IS IT?	2
	<b>CHAPTER 4- GROUNDWATER RESOURCES</b>	
CAP A CHEMICAL	1	
<b>Science in Personal and Social Perspective:</b> develop understanding of changes in environments	<b>CHAPTER 1- INTRODUCTION TO WATER</b>	
	LET'S GO DOWN UNDER!	2
	PLANNING LAND USE	2
	WHAT'S THE DIFFERENCE?	2
	SAVING A RESOURCE IN JEOPARDY	2
	<b>CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT</b>	
	WILL THAT HOLD WATER?	1
	WETLAND IN A BOTTLE	2
	WASTE NOT, WANT NOT	2
	WATER PATROL	2

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is par of focus of activity

# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY STANDARD)

Standard Name	Activity	Relation	
<b>Science in Personal and Social Perspective:</b> develop understanding of changes in environments (con't)	<b>CHAPTER 3- SURFACE WATER RESOURCES RESOURCES</b> POSTED! NO FISHING, NO SWIMMING CLEANING UP ACID RAIN, GO AWAY! N, B, & T: POLLUTANTS THREE WORKING TOGETHER TO PREVENT POLLUTION WHOSE WATER IS IT?	3 2 2 1 2 2	
	<b>CHAPTER 4- GROUNDWATER RESOURCES</b> CAP A CHEMICAL GOIN' WITH THE FLOW	2 2	
	<b>CHAPTER 5- WETLANDS AND COASTAL WATERS</b> WHAT CAN YOU DO?  YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE" DOWN IN THE OCEAN DUMPS	3  2 2	
	<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in local challenges	<b>CHAPTER 1- INTRODUCTION TO WATER</b> WATER, WATER EVERYWHERE! WATER ALL OVER THE WORLD PLANNING LAND USE WHAT'S THE DIFFERENCE? FOR SALE: USED WATER WATER'S JOURNEY	1 1 3 1 3 3
		<b>CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT</b> WATER GOES AROUND AND COMES AROUND WATER WORKS WILL THAT HOLD WATER? THE MAIN DRAIN WETLAND IN A BOTTLE SETTLING THE WASTEWATER PROBLEM	3 3 2 1 2 2
		<b>CHAPTER 3- SURFACE WATER RESOURCES RESOURCES</b> ACID RAIN, GO AWAY! N, B, & T: POLLUTANTS THREE STOP THAT SEDIMENT WORKING TOGETHER TO PREVENT POLLUTION	1 1 2 2
		<b>CHAPTER 4- GROUNDWATER RESOURCES</b> CAP A CHEMICAL FLUSH YOUR TROUBLES AWAY A TALE OF OOZE STAMP OUT L.U.S.T. DOWN ON THE FARM, DOWN IN THE WATER	2 1 1 1 1

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is par of focus of activity

# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY STANDARD)

Standard Name	Activity	Relation
	<b>CHAPTER 5- WETLANDS AND COASTAL WATERS</b> WHERE DID IT WEAR?	1
	YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE" DOWN IN THE OCEAN DUMPS	2 2
<b>Science in Personal and Social Perspective:</b> develop understanding of populations, resources, and environments	<b>CHAPTER 1- INTRODUCTION TO WATER</b> WATER, WATER EVERYWHERE! LET'S GO DOWN UNDER! WHAT'S THE DIFFERENCE? SAVING A RESOURCE IN JEOPARDY	2 2 2 2
	<b>CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT</b> WATER GOES AROUND AND COMES AROUND WATER WORKS WILL THAT HOLD WATER? HARD OR SOFT? THE MAIN DRAIN THE WASTEWATER STORY WETLAND IN A BOTTLE SETTLING THE WASTEWATER PROBLEM WASTE NOT, WANT NOT WATER PATROL	2 2 2 1 1 2 2 3 2 2
	<b>CHAPTER 3- SURFACE WATER RESOURCES RESOURCES</b> A SALT WATER-Y WORLD POSTED! NO FISHING, NO SWIMMING CLEANING UP ACID RAIN, GO AWAY! N, B, & T: POLLUTANTS THREE	2 3 2 2 2
	<b>CHAPTER 4- GROUNDWATER RESOURCES</b> FLUSH YOUR TROUBLES AWAY A TALE OF OOZE STAMP OUT L.U.S.T. DOWN ON THE FARM, DOWN IN THE WATER GOIN' WITH THE FLOW	2 2 2 2 2
	<b>CHAPTER 5- WETLANDS AND COASTAL WATERS</b> WHAT CAN I DO?  YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE" DOWN IN THE OCEAN DUMPS	3  2 2
<b>Science in Personal and Social Perspective:</b> develop understanding of natural hazards	<b>CHAPTER 1- INTRODUCTION TO WATER</b> PLANNING LAND USE WHAT'S THE DIFFERENCE?	3 1

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is par of focus of activity

**CORRELATION OF NATIONAL SCIENCE STANDARDS TO  
WATER SOURCEBOOK (3-5)  
(BY STANDARD)**

Standard Name	Activity	Relation
<b>Science in Personal and Social Perspective:</b> develop understanding of natural hazards	<b>CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT</b>	
	HARD OR SOFT?	2
	THE WASTEWATER STORY	1
	SETTLING THE WASTEWATER PROBLEM	2

**RELATIONSHIP:**

- 3-standard main focus of activity, direct relation to standard
- 2-standard supported or addressed in activity
- 1-standard is part of focus of activity

# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY STANDARD)

Standard Name	Activity	Relation	
<b>Science in Personal and Social Perspective:</b> develop understanding of natural hazards (con't)	<b>CHAPTER 3- SURFACE WATER RESOURCES RESOURCES</b> POSTED! NO FISHING, NO SWIMMING ACID RAIN, GO AWAY! N, B, & T: POLLUTANTS THREE	3 2 2	
	<b>CHAPTER 4- GROUNDWATER RESOURCES</b> CAP A CHEMICAL A TALE OF OOZE STAMP OUT L.U.S.T. DOWN ON THE FARM, DOWN IN THE WATER	2 2 2 2	
	<b>CHAPTER 5- WETLANDS AND COASTAL WATERS</b>  YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE" DOWN IN THE OCEAN DUMPS THE INSIDE ON THE RED TIDE	2 2 3	
	<b>Science in Personal and Social Perspective:</b> develop understanding of risks and benefits	<b>CHAPTER 1- INTRODUCTION TO WATER</b> WATER ALL OVER THE WORLD PLANNING LAND USE WATER'S JOURNEY SAVING A RESOURCE IN JEOPARDY	1 3 2 2
		<b>CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT</b> THE MAIN DRAIN SETTLING THE WASTEWATER PROBLEM WASTE NOT, WANT NOT WATER PATROL	1 1 2 2
		<b>CHAPTER 3- SURFACE WATER RESOURCES RESOURCES</b> ACID RAIN, GO AWAY! N, B, & T: POLLUTANTS THREE WHOSE WATER IS IT?	1 1 2
		<b>CHAPTER 4- GROUNDWATER RESOURCES</b> CAP A CHEMICAL A TALE OF OOZE STAMP OUT L.U.S.T. DOWN ON THE FARM, DOWN IN THE WATER	2 1 1 1
		<b>CHAPTER 5- WETLANDS AND COASTAL WATERS</b>  YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE" DOWN IN THE OCEAN DUMPS THE INSIDE ON THE RED TIDE	2 2 2

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is par of focus of activity

# CORRELATION OF NATIONAL SCIENCE STANDARDS TO WATER SOURCEBOOK (3-5)

(BY STANDARD)

Standard Name	Activity	Relation
<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in society	<b>CHAPTER 1- INTRODUCTION TO WATER</b>	
	PLANNING LAND USE	2
	FOR SALE: USED WATER	3
	WATER'S JOURNEY	3
	WHAT A WATER JOB!	1
<b>Science in Personal and Social Perspective:</b> develop understanding of science and technology in society (con't)	<b>CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT</b>	
	WATER GOES AROUND AND COMES AROUND	2
	WATER WORKS	2
	WILL THAT HOLD WATER?	2
	THE MAIN DRAIN	2
	THE WASTEWATER STORY	2
	SETTLING THE WASTEWATER PROBLEM	2
	<b>CHAPTER 3- SURFACE WATER RESOURCES RESOURCES</b>	
	STOP THAT SEDIMENT	1
	WORKING TOGETHER TO PREVENT POLLUTION	2
	<b>CHAPTER 4- GROUNDWATER RESOURCES</b>	
	CAP A CHEMICAL	1
	FLUSH YOUR TROUBLES AWAY	1
	A TALE OF OOZE	1
	STAMP OUT L.U.S.T.	1
	DOWN ON THE FARM, DOWN IN THE WATER	1
	<b>CHAPTER 5- WETLANDS AND COASTAL WATERS</b>	
YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	1	
DOWN IN THE OCEAN DUMPS	1	
<b>History and Nature as Science:</b> develop understanding of science as human behavior	<b>CHAPTER 1- INTRODUCTION TO WATER</b>	
	WHAT A WATER JOB!	3
<b>History and Nature as Science:</b> develop understanding of nature as science	<b>CHAPTER 1- INTRODUCTION TO WATER</b>	
	WATER, WATER EVERYWHERE!	2
	WATER ALL OVER THE WORLD	1
	FOR SALE: USED WATER	1
	WATER'S JOURNEY	1
WHAT A WATER JOB!	2	

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

CORRELATION OF NATIONAL SOCIAL STUDIES STANDARDS TO  
WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)

Activity	Performance Objective	Relation
<b>CHAPTER 1-INTRODUCTION TO WATER</b>		
WATER CHEMISTRY	(No correlation to this activity)	
WATER, WATER EVERYWHERE!	<b>People, Places, &amp; Environments:</b> use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information	1
	<b>People, Places, &amp; Environments:</b> estimate distance and calculate scale	1
	<b>People, Places, &amp; Environments:</b> locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans	2
	<b>People, Places, &amp; Environments:</b> use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues	1
	<b>Individual Development &amp; Identity:</b> identify and describe ways family, groups, and community influence the individual's daily life and personal choices	1
	<b>Individual Development &amp; Identity:</b> work independently and cooperatively to accomplish goals	2
THE RETURNING RAINDROP	<b>People, Places, &amp; Environments:</b> locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans	2
	<b>People, Places, &amp; Environments:</b> use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues	2
WATER ALL OVER THE WORLD	<b>People, Places, &amp; Environments:</b> interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs	2
	<b>People, Places, &amp; Environments:</b> locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans	1
	<b>People, Places, &amp; Environments:</b> use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues	3
	<b>People, Places, &amp; Environments:</b> examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions	1
	<b>Individual Development &amp; Identity:</b> work independently and cooperatively to accomplish goals	1
LET'S GO DOWN UNDER!	(No correlation to this activity)	

RELATIONSHIP:

3-performance objective main focus of activity, direct relation to objective

2-objective supported or addressed in activity

1-objective is part of focus activity

CORRELATION OF NATIONAL SOCIAL STUDIES STANDARDS TO  
WATER SOURCEBOOK ( 3 – 5 )  
( BY ACTIVITY )

Activity	Performance Objective	Relation
BY THE SEA	<b>People, Places, &amp; Environments:</b> interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs	2
	<b>People, Places, &amp; Environments:</b> use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information	2
	<b>People, Places, &amp; Environments:</b> locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans	2
	<b>People, Places, &amp; Environments:</b> use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues	2
SHEDDING LIGHT ON WATERSHEDS	<b>People, Places, &amp; Environments:</b> interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs	1
	<b>People, Places, &amp; Environments:</b> use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information	2
	<b>People, Places, &amp; Environments:</b> locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans	3
	<b>People, Places, &amp; Environments:</b> use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues	2
PLANNING LAND USE	<b>Culture:</b> compare ways in which people from different cultures think about and deal with their physical environment and social conditions	1
	<b>People, Places, &amp; Environments:</b> construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape	2
	<b>People, Places, &amp; Environments:</b> use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information	1
	<b>People, Places, &amp; Environments:</b> estimate distance and calculate scale	2
	<b>People, Places, &amp; Environments:</b> describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like	1

RELATIONSHIP:

3-performance objective main focus of activity, direct relation to objective

2-objective supported or addressed in activity

1-objective is part of focus activity

CORRELATION OF NATIONAL SOCIAL STUDIES STANDARDS TO  
WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)

Activity	Performance Objective	Relation
PLANNING LAND USE (CON'T)	<b>People, Places, &amp; Environments:</b> examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions	3
	<b>People, Places, &amp; Environments:</b> consider existing uses and purpose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond	2
	<b>Individual Development &amp; Identity:</b> work independently and cooperatively to accomplish goals	2
	<b>Individuals, Groups, &amp; Institutions:</b> show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so	1
	<b>Production, Distribution, &amp; Consumption:</b> distinguish between needs and wants	1
WHAT'S THE DIFFERENCE?	(No correlation to this activity)	
FOR SALE: USED WATER	(No correlation to this activity)	
WATER'S JOURNEY	<b>People, Places, &amp; Environments:</b> examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions	2
	<b>People, Places, &amp; Environments:</b> consider existing uses and purpose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond	1
	<b>Individual Development &amp; Identity:</b> work independently and cooperatively to accomplish goals	2
	<b>Individuals, Groups, &amp; Institutions:</b> show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so	2
	<b>Power; Authority, &amp; Governance:</b> give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict	1
SAVING A RESOURCE IN JEOPARDY	<b>People, Places, &amp; Environments:</b> examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions	2
	<b>People, Places, &amp; Environments:</b> consider existing uses and purpose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond	1
	<b>Individual Development &amp; Identity:</b> work independently and cooperatively to accomplish goals	2
	<b>Production, Distribution, &amp; Consumption:</b> distinguish between needs and wants	1

RELATIONSHIP:

3-performance objective main focus of activity, direct relation to objective

2-objective supported or addressed in activity

1-objective is part of focus activity

CORRELATION OF NATIONAL SOCIAL STUDIES STANDARDS TO  
WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)

Activity	Performance Objective	Relation
	<b>Production, Distribution, &amp; Consumption:</b> apply knowledge of economic concepts in developing a response to a current local economic issue, such as how to reduce the flow of trash into a rapid filling landfill	2
SAVING A RESOURCE IN JEOPARDY(CONT)	<b>Civic Ideals &amp; Practices:</b> recognize and interpret how the "common good" can be strengthened through various forms of citizen action	1
WHAT A WATER JOB!	<b>Production, Distribution, &amp; Consumption:</b> apply knowledge of economic concepts in developing a response to a current local economic issue, such as how to reduce the flow of trash into a rapid filling landfill	3
<b>CHAPTER 2-DRINKING WATER AND WASTEWATER TREATMENT</b>		
WATER GOES AROUND AND COMES AROUND	<b>People, Places, &amp; Environments:</b> examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions	2
	<b>People, Places, &amp; Environments:</b> consider existing uses and purpose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond	1
	<b>Individual Development &amp; Identity:</b> work independently and cooperatively to accomplish goals	2
	<b>Production, Distribution, &amp; Consumption:</b> distinguish between needs and wants	1
	<b>Production, Distribution, &amp; Consumption:</b> apply knowledge of economic concepts in developing a response to a current local economic issue, such as how to reduce the flow of trash into a rapid filling landfill	2
	<b>Civic Ideals &amp; Practices:</b> recognize and interpret how the "common good" can be strengthened through various forms of citizen action	1
WATER WORKS	<b>People, Places, &amp; Environments:</b> consider existing uses and purpose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond	1
		2
	<b>Individuals, Groups, &amp; Institutions:</b> show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so	1
	<b>Power; Authority, &amp; Governance:</b> give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict	1
	<b>Science, Technology, &amp; Society:</b> identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication	1

RELATIONSHIP:

3-performance objective main focus of activity, direct relation to objective

2-objective supported or addressed in activity

1-objective is part of focus activity

CORRELATION OF NATIONAL SOCIAL STUDIES STANDARDS TO  
WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)

Activity	Performance Objective	Relation
WATER WORKS (CON'T)	<b>Science, Technology, &amp; Society:</b> identify examples of laws and policies that govern scientific and technological applications, such as the Endangered Species Act and environmental protection policies	1
WILL THAT HOLD WATER?	(No correlation to this activity)	
THE INVISIBLE WATER SOURCE	<b>People, Places, &amp; Environments:</b> locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans <b>People, Places, &amp; Environments:</b> use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues	2 2
HARD OR SOFT?	(No correlation to this activity)	
GET THE SALT OUT!	(No correlation to this activity)	
THE MAIN DRAIN	(No correlation to this activity)	
THE WASTEWATER STORY	(No correlation to this activity)	
WETLAND IN A BOTTLE	(No correlation to this activity)	
SETTLING THE WASTEWATER PROBLEM	(No correlation to this activity)	
WASTE NOT, WANT NOT	(No correlation to this activity)	
WATER PATROL	<b>Individual Development &amp; Identity:</b> work independently and cooperatively to accomplish goals <b>Individuals, Groups, &amp; Institutions:</b> give examples of the role of institutions in furthering both continuity and change <b>Individuals, Groups, &amp; Institutions:</b> show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so <b>Power; Authority, &amp; Governance:</b> give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict	2 2 1 2
<b>CHAPTER 3- SURFACE WATER RESOURCES</b>		
A SALT WATER-Y WORLD	<b>People, Places, &amp; Environments:</b> locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans <b>People, Places, &amp; Environments:</b> use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues	2 1
WATERY WORDS AND PLACES	<b>People, Places, &amp; Environments:</b> locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans <b>People, Places, &amp; Environments:</b> use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues	2 1

RELATIONSHIP:

3-performance objective main focus of activity, direct relation to objective

2-objective supported or addressed in activity

1-objective is part of focus activity

CORRELATION OF NATIONAL SOCIAL STUDIES STANDARDS TO  
WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)

Activity	Performance Objective	Relation
	<b>Individual Development &amp; Identity:</b> work independently and cooperatively to accomplish goals	2

RELATIONSHIP:

- 3-performance objective main focus of activity, direct relation to objective
- 2-objective supported or addressed in activity
- 1-objective is part of focus activity

CORRELATION OF NATIONAL SOCIAL STUDIES STANDARDS TO  
WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)

Activity	Performance Objective	Relation
LIVING IN WATER	(No correlation to this activity)	
POSTED! NO FISHING, NO SWIMMING	(No correlation to this activity)	
CLEANING UP	(No correlation to this activity)	
ACID RAIN, GO AWAY!	(No correlation to this activity)	
N, B, & T: POLLUTANTS THREE	(No correlation to this activity)	
STOP THAT SEDIMENT	<b>People, Places, &amp; Environments:</b> use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues	2
	<b>People, Places, &amp; Environments:</b> examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions	2
	<b>People, Places, &amp; Environments:</b> consider existing uses and purpose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond	1
	<b>Individual Development &amp; Identity:</b> work independently and cooperatively to accomplish goals	2
WORKING TOGETHER TO PREVENT POLLUTION	(No correlation to this activity)	
WATER-WISE LANDSCAPING	(No correlation to this activity)	
WHOSE WATER IS IT?	<b>Culture:</b> explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns	2
	<b>Culture:</b> compare ways in which people from different cultures think about and deal with their physical environment and social conditions	1
	<b>People, Places, &amp; Environments:</b> consider existing uses and purpose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond	1
	<b>Individual Development &amp; Identity:</b> identify and describe ways family, groups, and community influence the individual's daily life and personal choices	2
	<b>Individuals, Groups, &amp; Institutions:</b> explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions	2
	<b>Individual Development &amp; Identity:</b> work independently and cooperatively to accomplish goals	2
POLLUTION PETE PATROL	<b>Individual Development &amp; Identity:</b> work independently and cooperatively to accomplish goals	2
	<b>Individuals, Groups, &amp; Institutions:</b> give examples of the role of institutions in furthering both continuity and change	2

RELATIONSHIP:

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CORRELATION OF NATIONAL SOCIAL STUDIES STANDARDS TO  
WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)

Activity	Performance Objective	Relation
POLLUTION PETE PATROL (CON'T)	<b>Individuals, Groups, &amp; Institutions:</b> show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so	1
	<b>Power; Authority, &amp; Governance:</b> give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict	2
<b>CHAPTER 4- GROUNDWATER RESOURCES</b>		
AQUIFER ADVENTURE	<b>People, Places, &amp; Environments:</b> interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs	2
	<b>People, Places, &amp; Environments:</b> use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information	1
	<b>People, Places, &amp; Environments:</b> estimate distance and calculate scale	1
	<b>People, Places, &amp; Environments:</b> locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans	2
	<b>People, Places, &amp; Environments:</b> use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues	2
BELIEVE IT OR NOT!	<b>People, Places, &amp; Environments:</b> interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs	2
	<b>People, Places, &amp; Environments:</b> use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information	1
	<b>People, Places, &amp; Environments:</b> locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans	2
	<b>People, Places, &amp; Environments:</b> use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues	1
	<b>People, Places, &amp; Environments:</b> examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions	2
	<b>People, Places, &amp; Environments:</b> observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought	1
AT A SNAIL'S PACE?	(No correlation to this activity)	

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CORRELATION OF NATIONAL SOCIAL STUDIES STANDARDS TO  
WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)

Activity	Performance Objective	Relation
POROSITY & PERMEABILITY: "DOWN AND DIRTY"	(No correlation to this activity)	
CHECKS AND BALANCES	(No correlation to this activity)	
WELLS: A DEEP SUBJECT	(No correlation to this activity)	
CAP A CHEMICAL	(No correlation to this activity)	
FLUSH YOUR TROUBLES AWAY	(No correlation to this activity)	
A TALE OF OOZE	(No correlation to this activity)	
STAMP OUT L.U.S.T.	<p><b>Individual Development &amp; Identity:</b> work independently and cooperatively to accomplish goals</p> <p><b>Individuals, Groups, &amp; Institutions:</b> give examples of the role of institutions in furthering both continuity and change</p> <p><b>Individuals, Groups, &amp; Institutions:</b> show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so</p> <p><b>Power; Authority, &amp; Governance:</b> give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict</p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p>
DOWN ON THE FARM, DOWN IN THE WATER	<p><b>People, Places, &amp; Environments:</b> construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape</p> <p><b>People, Places, &amp; Environments:</b> interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs</p> <p><b>People, Places, &amp; Environments:</b> locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans</p> <p><b>People, Places, &amp; Environments:</b> use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues</p> <p><b>People, Places, &amp; Environments:</b> examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions</p> <p><b>People, Places, &amp; Environments:</b> observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought</p> <p><b>People, Places, &amp; Environments:</b> consider existing uses and purpose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond</p> <p><b>Individual Development &amp; Identity:</b> work independently and cooperatively to accomplish goals</p>	<p>2</p> <p>1</p> <p>2</p> <p>1</p> <p>1</p> <p>2</p> <p>1</p> <p>1</p>

RELATIONSHIP:

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CORRELATION OF NATIONAL SOCIAL STUDIES STANDARDS TO  
WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)

Activity	Performance Objective	Relation
GOIN' WITH THE FLOW	<b>Time, Continuity, &amp; Change:</b> compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past	1
	<b>Science, Technology, &amp; Society:</b> identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication	2
<b>CHAPTER 5-WETLANDS AND COASTAL WATERS</b>		
WONDERFUL, WATERFUL WETLANDS	(No correlation to this activity)	
HOME, WET HOME	(No correlation to this activity)	
TO WHOM IT MAY CONCERN	<b>People, Places, &amp; Environments:</b> locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans	2
	<b>People, Places, &amp; Environments:</b> use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues	2
	<b>People, Places, &amp; Environments:</b> describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like	2
	<b>People, Places, &amp; Environments:</b> examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions	2
	<b>People, Places, &amp; Environments:</b> consider existing uses and purpose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond	1
	<b>Individual Development &amp; Identity:</b> work independently and cooperatively to accomplish goals	2
	<b>Civic Ideals &amp; Practices:</b> explain actions citizens can take to influence public policy decisions	2
WHAT CAN I DO?	<b>People, Places, &amp; Environments:</b> locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans	2
	<b>People, Places, &amp; Environments:</b> use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues	2

RELATIONSHIP:

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CORRELATION OF NATIONAL SOCIAL STUDIES STANDARDS TO  
WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)

Activity	Performance Objective	Relation
WHAT CAN I DO? (CON'T)	<b>People, Places, &amp; Environments:</b> describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like	2
	<b>People, Places, &amp; Environments:</b> examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions	2
WHERE DID IT WEAR?	<b>People, Places, &amp; Environments:</b> observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought	2
	<b>Individual Development &amp; Identity:</b> work independently and cooperatively to accomplish goals	2
	<b>Civic Ideals &amp; Practices:</b> explain actions citizens can take to influence public policy decisions	1
YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	(No correlation to this activity)	
DOWN IN THE OCEAN DUMPS	(No correlation to this activity)	
THE INSIDE ON THE RED TIDE	(No correlation to this activity)	
TREES BY THE SEA	<b>People, Places, &amp; Environments:</b> construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape	1
TREES BY THE SEA	<b>People, Places, &amp; Environments:</b> interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs	2
	<b>People, Places, &amp; Environments:</b> estimate distance and calculate scale	2
	<b>People, Places, &amp; Environments:</b> locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans	1
ESTUARY WATER	(No correlation to this activity)	
COASTAL CONSERVATION SCAVENGER HUNT	<b>People, Places, &amp; Environments:</b> locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans	1
	<b>Individual Development &amp; Identity:</b> identify and describe ways family, groups, and community influence the individual's daily life and personal choices	1
	<b>Civic Ideals &amp; Practices:</b> explain actions citizens can take to influence public policy decisions	2
COASTAL FOOD WEB	(No correlation to this activity)	

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CORRELATION OF NATIONAL SOCIAL STUDIES STANDARDS TO  
WATER SOURCEBOOK (3-5)  
(BY PERFORMANCE OBJECTIVE)

Performance Objective	Activity	Relation
<b>Culture-</b> Social studies programs should include experiences that provide for the study of <i>culture and cultural diversity</i> , so the learner can:		
<b>Culture:</b> explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns	WHOSE WATER IS IT?	2
<b>Culture:</b> compare ways in which people from different cultures think about and deal with their physical environment and social conditions	PLANNING LAND USE WHOSE WATER IS IT?	1 1
<b>Time, Continuity, &amp; Change-</b> Social studies programs should include experiences that provide for the study of <i>the ways human beings view themselves in and over time</i> , so that the learner can:		
<b>Time, Continuity, &amp; Change:</b> compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past	GOIN' WITH THE FLOW	1
<b>People, Places, &amp; Environments-</b> Social studies programs should include experiences that provide for the study of <i>people, places, and environments</i> , so the learner can:		
<b>People, Places, &amp; Environments:</b> construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape	PLANNING LAND USE DOWN ON THE FARM, DOWN IN THE WATER TREES BY THE SEA	2 2 1
<b>People, Places, &amp; Environments:</b> interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs	WATER ALL OVER THE WORLD BY THE SEA  SHEDDING LIGHT ON WATERSHEDS AQUIFER ADVENTURE BELIEVE IT OR NOT! DOWN ON THE FARM, DOWN IN THE WATER TREES BY THE SEA	2 2  1 2 2 1 2

NOTE: NOT ALL PERFORMANCE EXPECTATIONS ARE MET.

3-performance objective main focus of activity, direct relation to objective

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CORRELATION OF NATIONAL SOCIAL STUDIES STANDARDS TO  
 WATER SOURCEBOOK (3-5)  
 (BY PERFORMANCE OBJECTIVE)

Performance Objective	Activity	Relation
<b>People, Places, &amp; Environments:</b> use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information	WATER, WATER EVERYWHERE!	1
	BY THE SEA	2
	SHEDDING LIGHT ON WATERSHEDS	2
	PLANNING LAND USE	1
	AQUIFER ADVENTURE BELIEVE IT OR NOT!	1 1
<b>People, Places, &amp; Environments:</b> estimate distance and calculate scale	WATER, WATER EVERYWHERE!	1
	PLANNING LAND USE	2
	AQUIFER ADVENTURE	1
	TREES BY THE SEA	2
<b>People, Places, &amp; Environments:</b> locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans	WATER, WATER EVERYWHERE!	2
<b>People, Places, &amp; Environments:</b> locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans	THE RETURNING RAINDROP	2
	WATER ALL OVER THE WORLD	1
	BY THE SEA	2
	SHEDDING LIGHT ON WATERSHEDS	3
	THE INVISIBLE WATER SOURCE	2
	A SALT WATER-Y WORLD	2
	WATERY WORDS AND PLACES	2
	AQUIFER ADVENTURE	2
	BELIEVE IT OR NOT!	2
	DOWN ON THE FARM, DOWN IN THE WATER	2
	TO WHOM IT MAY CONCERN	2
	WHAT CAN I DO?	2
	TREES BY THE SEA	1
	COASTAL CONSERVATION	
SCAVENGER HUNT	1	
<b>People, Places, &amp; Environments:</b> use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues	WATER, WATER EVERYWHERE!	1
	THE RETURNING RAINDROP	2
	WATER ALL OVER THE WORLD	3
	BY THE SEA	2
	SHEDDING LIGHT ON WATERSHEDS	2

NOTE: NOT ALL PERFORMANCE EXPECTATIONS ARE MET.

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CORRELATION OF NATIONAL SOCIAL STUDIES STANDARDS TO  
WATER SOURCEBOOK (3-5)  
(BY PERFORMANCE OBJECTIVE)

Performance Objective	Activity	Relation
<b>People, Places, &amp; Environments:</b> concepts from history...(con't)	THE INVISIBLE WATER SOURCE	2
	A SALT WATER-Y WORLD	1
	WATERY WORDS AND PLACES	1
	STOP THAT SEDIMENT	2
	AQUIFER ADVENTURE	2
	BELIEVE IT OR NOT!	1
	DOWN ON THE FARM, DOWN IN THE WATER	1
	TO WHOM IT MAY CONCERN	2
	WHAT CAN I DO?	2
<b>People, Places, &amp; Environments:</b> describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like	PLANNING LAND USE	1
	TO WHOM IT MAY CONCERN	2
	WHAT CAN I DO?	2
<b>People, Places, &amp; Environments:</b> examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions	WATER ALL OVER THE WORLD	1
	PLANNING LAND USE	3
	WATER'S JOURNEY	2
	SAVING A RESOURCE IN JEOPARDY	2
	WATER GOES AROUND AND COMES AROUND	2
	STOP THAT SEDIMENT	2
	BELIEVE IT OR NOT!	2
	DOWN ON THE FARM, DOWN IN THE WATER	1
	TO WHOM IT MAY CONCERN	2
	WHAT CAN I DO?	2
<b>People, Places, &amp; Environments:</b> observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought	BELIEVE IT OR NOT!	1
	DOWN ON THE FARM, DOWN IN THE WATER	2
	WHERE DID IT WEAR?	2
<b>People, Places, &amp; Environments:</b> consider existing uses and purpose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond	PLANNING LAND USE	2
	WATER'S JOURNEY	1
	SAVING A RESOURCE IN JEOPARDY	1

NOTE: NOT ALL PERFORMANCE EXPECTATIONS ARE MET.

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CORRELATION OF NATIONAL SOCIAL STUDIES STANDARDS TO  
WATER SOURCEBOOK (3-5)  
(BY PERFORMANCE OBJECTIVE)

Performance Objective	Activity	Relation
<b>People, Places, &amp; Environments:</b> alternative uses of resources...(con't)	WATER GOES AROUND AND COMES AROUND	1
	WATER WORKS	1
	STOP THAT SEDIMENT	1
	WHOSE WATER IS IT?	1
	DOWN ON THE FARM, DOWN IN THE WATER	1
	TO WHOM IT MAY CONCERN	1
<b>Individual Developments &amp; Identity-</b> Social studies programs should include experiences that provide for the study of <i>individual development and identity</i> , so the learner can:		
<b>Individual Development &amp; Identity:</b> identify and describe ways family, groups, and community influence the individual's daily life and personal choices	WATER, WATER EVERYWHERE!	1
	WHOSE WATER IS IT?	2
	COASTAL CONSERVATION	
	SCAVENGER HUNT	1
	WHOSE WATER IS IT?	2
<b>Individual Development &amp; Identity:</b> work independently and cooperatively to accomplish goals	WATER, WATER EVERYWHERE!	2
	WATER ALL OVER THE WORLD	1
	PLANNING LAND USE	2
	WATER'S JOURNEY	2
	SAVING A RESOURCE IN JEOPARDY	2
	WATER GOES AROUND AND COMES AROUND	2
	WATER PATROL	2
	WATERY WORDS AND PLACES	2
	STOP THAT SEDIMENT	2
	WHOSE WATER IS IT?	2
	POLLUTION PETE PATROL	2
	STAMP OUT L.U.S.T.	2
	DOWN ON THE FARM, DOWN IN THE WATER	1
	TO WHOM IT MAY CONCERN	2
	WHERE DID IT WEAR?	2
<b>Individuals, Groups, &amp; Institutions-</b> Social studies programs should include experiences that provide for the study of <i>interactions among individuals, groups, and institutions</i> , so that the learner can:		
<b>Individuals, Groups, &amp; Institutions:</b> give examples of the role of institutions in furthering both continuity and change	WATER PATROL	2
	POLLUTION PETE PATROL	2
	STAMP OUT L.U.S.T.	2

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CORRELATION OF NATIONAL SOCIAL STUDIES STANDARDS TO  
 WATER SOURCEBOOK (3-5)  
 (BY PERFORMANCE OBJECTIVE)

Performance Objective	Activity	Relation
<b>Individuals, Groups, &amp; Institutions:</b> show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so	PLANNING LAND USE	1
	WATER'S JOURNEY	2
	WATER WORKS	2
	WATER PATROL	1
	POLLUTION PETE PATROL	1
	STAMP OUT L.U.S.T.	2
<b>Power, Authority, &amp; Governance-</b> Social studies programs should include experiences that provide for the study of <i>how people create and change structures of power, authority, and governance</i> , so that the learner can:		
<b>Power; Authority, &amp; Governance:</b> give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict	WATER'S JOURNEY	1
	WATER WORKS	1
	WATER PATROL	2
	POLLUTION PETE PATROL	2
	STAMP OUT L.U.S.T.	2
<b>Production, Distribution, &amp; Consumption-</b> social studies programs should include experiences that provide for the study of <i>how people organize for the production, distribution, and consumption of goods and services</i> , so that the learner can;		
<b>Production, Distribution, &amp; Consumption:</b> distinguish between needs and wants	PLANNING LAND USE	1
	SAVING A RESOURCE IN JEOPARDY	1
	WATER GOES AROUND AND COMES AROUND	1
<b>Production, Distribution, &amp; Consumption:</b> apply knowledge of economic concepts in developing a response to a current local economic issue, such as how to reduce the flow of trash into a rapid filling landfill	SAVING A RESOURCE IN JEOPARDY	2
	WHAT A WATER JOB!	3
	WATER GOES AROUND AND COMES AROUND	2
		2

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CORRELATION OF NATIONAL SOCIAL STUDIES STANDARDS TO  
 WATER SOURCEBOOK (3-5)  
 ( BY PERFORMANCE OBJECTIVE )

Performance Objective	Activity	Relation
<b>Science, Technology, &amp; Society-</b> Social studies programs should include experiences that provide for the study of <i>relationships among science, technology, and society</i> , so that the learner can:		
<b>Science, Technology, &amp; Society:</b> identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication	WATER WORKS	1
	GOIN' WITH THE FLOW	2
<b>Science, Technology, &amp; Society:</b> identify examples of laws and policies that govern scientific and technological applications, such as the Endangered Species Act and environmental protection policies	WATER WORKS	1
<b>Civic ideal &amp; Practices-</b> Social studies programs should include experiences that provide for the study of <i>the ideals, principles, and practices of citizenship in a democratic republic</i> , so that the learner can:		
<b>Civic Ideals &amp; Practices:</b> explain actions citizens can take to influence public policy decisions	TO WHOM IT MAY CONCERN	2
<b>Civic Ideals &amp; Practices:</b> explain actions citizens can take to influence public policy decisions	WHERE DID IT WEAR?	1
<b>Civic Ideals &amp; Practices:</b> explain actions citizens can take to influence public policy decisions	COASTAL CONSERVATION SCAVENGER HUNT	2
<b>Civic Ideals &amp; Practices:</b> recognize and interpret how the "common good" can be strengthened through various forms of citizen action	SAVING A RESOURCE IN JEOPARDY	1
<b>Civic Ideals &amp; Practices:</b> recognize and interpret how the "common good" can be strengthened through various forms of citizen action	WATER GOES AROUND AND COMES AROUND	1

NOTE: NOT ALL PERFORMANCE EXPECTATIONS ARE MET.

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1-objective is part of focus activity

**CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO  
THE WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)**

Activity	St. Code	Relation
<b>CHAPTER 1- INTRODUCTION TO WATER</b>		
<b>WATER CHEMISTRY</b>		
WATER, WATER EVERYWHERE!	<b>The World in Spatial Terms:</b> understand the location of the earth's continents and oceans in relation to each other and to principal parallels and meridians	3
	<b>The World in Spatial Terms:</b> understand how to translate mental maps into appropriate graphics to display geographic information and answer geographic questions	3
	<b>Environment and Society:</b> understand the spatial distribution of resources	2
	<b>Environment and Society:</b> understand the role of resources in daily life	2
	<b>Environment and Society:</b> understand why people have different viewpoints regarding resource use (con't)	2
	<b>Environment and Society:</b> understand the fundamental role of energy resources in society (con't)	2
THE RETURNING RAINDROP	<b>Environment and Society:</b> understand the characteristics of renewable, nonrenewable, and flow resources	1
	<b>Environment and Society:</b> understand the spatial distribution of resources	2
	<b>Environment and Society:</b> understand the role of resources in daily life	2
	<b>Environment and Society:</b> understand the fundamental role of energy resources in society (con't)	2
WATER ALL OVER THE WORLD	<b>The World in Spatial Terms:</b> understand how to display spatial information on maps and other geographic representations	2
	<b>Physical Systems:</b> understand how patterns (location, distribution, and association) of features on Earth's surface are shaped by physical processes	1
	<b>Physical Systems:</b> understand how Earth-Sun relations affect conditions on earth	1
		1
	<b>Environment and Society:</b> understand the characteristics of renewable, nonrenewable, and flow resources	
	<b>Environment and Society:</b> understand the spatial distribution of resources	2
	<b>Environment and Society:</b> understand the role of resources in daily life	2
LET'S GO DOWN UNDER!	<b>Physical Systems:</b> understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	3
	<b>Physical Systems:</b> understand how patterns (location, distribution, and association) of features on Earth's surface are shaped by physical processes	2
	<b>Physical Systems:</b> understand how Earth-Sun relations affect conditions on earth	1

**RELATIONSHIP:**

- 3-standard main focus of activity, direct relation to standard
- 2-standard supported or addressed in activity
- 1-standard is part of focus of activity

**CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO  
THE WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)**

Activity	St. Code	Relation
LET'S GO DOWN UNDER! (CON'T)	<b>Physical Systems:</b> understand how physical processes influence the formation and distribution of resources (5th grade only)	2
	<b>Environment and Society:</b> understand how people depend on the physical environment	2
	<b>Environment and Society:</b> understand that the physical environment can both accommodate and be endangered by human activities	2
	<b>Environment and Society:</b> understand how human modification of the physical environment in one place often leads to changes in other places (5th grad only)	1
BY THE SEA	<b>The World in Spatial Terms:</b> understand the characteristics and purposes of geographic representations - such as maps, globes, graphs, diagrams, aerial and other photographs, and satellite-produced images	2
	<b>The World in Spatial Terms:</b> understand how to display spatial information on maps and other geographic representations	2
	<b>The World in Spatial Terms:</b> understand the locations of places within the local community and in nearby communities	3
	<b>The World in Spatial Terms:</b> understand the location of major physical and human features in the United States and on Earth	1
	<b>The World in Spatial Terms:</b> understand how to translate mental maps into appropriate graphics to display geographic information and answer geographic questions	1
SHEDDING LIGHT ON WATERSHEDS	<b>Places and Regions:</b> understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate)	2
	<b>Places and Regions:</b> understand the physical and human characteristics of places	2
PLANNING LAND USE	<b>The World in Spatial Terms:</b> understand the characteristics and purposes of geographic representations - such as maps, globes, graphs, diagrams, aerial and other photographs, and satellite-produced images	1
	<b>The World in Spatial Terms:</b> understand how to display spatial information on maps and other geographic representations	2
	<b>The World in Spatial Terms:</b> understand how to use appropriate geographic tools and technologies	2
	<b>The World in Spatial Terms:</b> understand the locations of places within the local community and in nearby communities	2
	<b>The World in Spatial Terms:</b> understand how to translate mental maps into appropriate graphics to display geographic information and answer geographic questions	3

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**CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO  
THE WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)**

Activity	St. Code	Relation
PLANNING LAND USE (CON'T)	<b>Places and Regions:</b> understand the similarities and differences among regions	2
	<b>Places and Regions:</b> understand ways in which different people perceive places and regions	3
		2
	<b>Places and Regions:</b> understand how culture and technology affect perception of places and regions (5th grade only)	
	<b>Human Systems:</b> understand the location and spatial distribution of economic activities	2
	<b>Human Systems:</b> understand the factors that influence the location and spatial distribution of economic activities	2
	<b>Human Systems:</b> understand the types and spatial patterns of settlement	2
	<b>Human Systems:</b> understand the factors that affect where people settle	2
	<b>Environment and Society:</b> understand how people depend on the physical environment	2
	<b>Environment and Society:</b> understand how people modify the physical environment	1
WHAT'S THE DIFFERENCE?	<b>Physical Systems:</b> understand how humans interact with ecosystems	2
	<b>Physical Systems:</b> understand how physical processes produce changes in ecosystems (5th grade only)	2
	<b>Physical Systems:</b> understand how human activities influence changes in ecosystems (5th grade only)	2
FOR SALE: USED WATER	(No correlation to this activity.)	
WATER'S JOURNEY	<b>Places and Regions:</b> understand how to describe the student's own community and region from different perspectives	2
	<b>Environment and Society:</b> understand how people depend on the physical environment	2
	<b>Environment and Society:</b> understand that the physical environment can both accommodate and be endangered by human activities	2
		2
	<b>Environment and Society:</b> understand the characteristics of renewable, nonrenewable, and flow resources	
	<b>Environment and Society:</b> understand the spatial distribution of resources	2
	<b>Environment and Society:</b> understand the role of resources in daily life	3

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**CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO  
THE WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)**

Activity	St. Code	Relation		
WATER'S JOURNEY (CON'T)	<b>Environment and Society:</b> understand why people have different viewpoints regarding resource use (con't)	1		
	<b>Environment and Society:</b> understand the fundamental role of energy resources in society (con't)	2		
	SAVING A RESOURCE IN JEOPARDY	<b>Places and Regions:</b> understand how to describe the student's own community and region from different perspectives	2	
		<b>Environment and Society:</b> understand how people depend on the physical environment	2	
		<b>Environment and Society:</b> understand that the physical environment can both accommodate and be endangered by human activities	2	
		<b>Environment and Society:</b> understand the characteristics of renewable, nonrenewable, and flow resources	2	
		<b>Environment and Society:</b> understand the spatial distribution of resources	2	
		<b>Environment and Society:</b> understand the role of resources in daily life	3	
		<b>Environment and Society:</b> understand why people have different viewpoints regarding resource use (con't)	1	
		<b>Environment and Society:</b> understand the fundamental role of energy resources in society (con't)	2	
		WHAT A WATER JOB!	<b>Environment and Society:</b> understand the ways in which the physical environment provides opportunities for people	3
			<b>CHAPTER 2- DRINKING WATER AND WASTEWATER TREATMENT</b>	
WATER GOES AROUND AND COMES AROUND	<b>Places and Regions:</b> understand how to describe the student's own community and region from different perspectives	2		
	<b>Places and Regions:</b> understand ways in which different people perceive places and regions	1		
	<b>Human Systems:</b> understand the factors that influence the location and spatial distribution of economic activities	1		
	<b>Environment and Society:</b> understand how people depend on the physical environment	2		
	<b>Environment and Society:</b> understand the consequences of human modification of the physical environment (5th grade only)	2		
	<b>Environment and Society:</b> understand the characteristics of renewable, nonrenewable, and flow resources	2		
	<b>Environment and Society:</b> understand the role of resources in daily life	3		
	<b>Environment and Society:</b> understand why people have different viewpoints regarding resource use (con't)	2		
	<b>Environment and Society:</b> understand the fundamental role of energy resources in society (con't)	2		
	WATER WORKS	(No correlation to this activity.)		

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**CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO  
THE WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)**

Activity	St. Code	Relation
WILL THAT HOLD WATER?	<b>The World in Spatial Terms:</b> understand how to display spatial information on maps and other geographic representations	1
	<b>The World in Spatial Terms:</b> understand the location of major physical and human features in the United States and on Earth	3
	<b>Places and Regions:</b> understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate)	1
	<b>Places and Regions:</b> understand how physical and human processes together shape places	2
	<b>Places and Regions:</b> understand the role of technology in shaping the characteristics of places	2
	<b>Physical Systems:</b> understand how physical processes influence the formation and distribution of resources (5th grade only)	2
THE INVISIBLE WATER SOURCE	<b>Physical Systems:</b> understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	2
	<b>Physical Systems:</b> understand how patterns (location, distribution, and association) of features on Earth's surface are shaped by physical processes	1
	<b>Physical Systems:</b> understand how Earth-Sun relations affect conditions on earth	1
	<b>Physical Systems:</b> understand how physical processes influence the formation and distribution of resources (5th grade only)	2
	<b>Environment and Society:</b> understand the characteristics of renewable, nonrenewable, and flow resources	2
	<b>Environment and Society:</b> understand the spatial distribution of resources	2
	<b>Environment and Society:</b> understand the role of resources in daily life	2
HARD OR SOFT?	(No correlation to this activity.)	
GET THE SALT OUT!	<b>(No correlation to this activity.)</b>	
THE MAIN DRAIN	<b>(No correlation to this activity.)</b>	
THE WASTEWATER STORY	(No correlation to this activity.)	
WETLAND IN A BOTTLE	<b>Physical Systems:</b> understand the components of ecosystems	2
	<b>Physical Systems:</b> understand the distribution and patterns of ecosystems	2
	<b>Physical Systems:</b> understand how ecosystems work (5th grade only)	3
	<b>Physical Systems:</b> understand how physical processes produce changes in ecosystems (5th grade only)	2
	<b>Physical Systems:</b> understand how human activities influence changes in ecosystems (5th grade only)	2

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**CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO  
THE WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)**

Activity	St. Code	Relation	
SETTLING THE WASTEWATER PROBLEM	<b>Physical Systems:</b> understand how humans interact with ecosystems	2	
	<b>Physical Systems:</b> understand how human activities influence changes in ecosystems (5th grade only)	2	
	<b>Environment and Society:</b> understand how people depend on the physical environment	3	
	<b>Environment and Society:</b> understand how people modify the physical environment	2	
	<b>Environment and Society:</b> understand the consequences of human modification of the physical environment (5th grade only)	2	
	<b>Environment and Society:</b> understand how human modification of the physical environment in one place often leads to changes in other places (5th grad only)	1	
	<b>Environment and Society:</b> understand the characteristics of renewable, nonrenewable, and flow resources	2	
	<b>Environment and Society:</b> understand the role of resources in daily life	3	
	<b>Environment and Society:</b> understand why people have different viewpoints regarding resource use (con't)	2	
	<b>Environment and Society:</b> understand how technology affects the definition of, access to, and use of resources (con't)	1	
	<b>Environment and Society:</b> understand the fundamental role of energy resources in society (con't)	2	
	WASTE NOT, WANT NOT	<b>Physical Systems:</b> understand how humans interact with ecosystems	2
		<b>Physical Systems:</b> understand how human activities influence changes in ecosystems (5th grade only)	2
		<b>Environment and Society:</b> understand how people depend on the physical environment	3
<b>Environment and Society:</b> understand how people modify the physical environment		2	
<b>Environment and Society:</b> understand the consequences of human modification of the physical environment (5th grade only)		2	
<b>Environment and Society:</b> understand how human modification of the physical environment in one place often leads to changes in other places (5th grad only)		1	
<b>Environment and Society:</b> understand the characteristics of renewable, nonrenewable, and flow resources		2	
<b>Environment and Society:</b> understand the role of resources in daily life		3	
<b>Environment and Society:</b> understand why people have different viewpoints regarding resource use (con't)		2	
<b>Environment and Society:</b> understand how technology affects the definition of, access to, and use of resources (con't)		1	
<b>Environment and Society:</b> understand the fundamental role of energy resources in society (con't)		2	
WATER PATROL		<b>(No correlation to this activity.)</b>	

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# CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO THE WATER SOURCEBOOK (3-5)

(BY ACTIVITY)

Activity	St. Code	Relation
<b>CHAPTER 3- SURFACE WATER RESOURCES</b>		
LIVING IN WATER	<b>Physical Systems:</b> understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	2
	<b>Physical Systems:</b> understand how Earth-Sun relations affect conditions on earth	3
	<b>Physical Systems:</b> understand how physical processes influence the formation and distribution of resources (5th grade only)	2
WATERY WORDS AND PLACES	<b>The World in Spatial Terms:</b> understand how to display spatial information on maps and other geographic representations	2
	<b>The World in Spatial Terms:</b> understand how to use appropriate geographic tools and technologies	2
	<b>The World in Spatial Terms:</b> understand the locations of places within the local community and in nearby communities	2
	<b>The World in Spatial Terms:</b> understand the location of the earth's continents and oceans in relation to each other and to principal parallels and meridians	3
	<b>The World in Spatial Terms:</b> understand how to translate mental maps into appropriate graphics to display geographic information and answer geographic questions	3
LIVING IN WATER	<b>Physical Systems:</b> understand the components of ecosystems	3
	<b>Physical Systems:</b> understand how ecosystems work (5th grade only)	2
POSTED! NO FISHING, NO SWIMMING	(No correlation to this activity.)	
CLEANING UP	(No correlation to this activity.)	
ACID RAIN, GO AWAY!	<b>Environment and Society:</b> understand how people modify the physical environment	3
	<b>Environment and Society:</b> understand that the physical environment can both accommodate and be endangered by human activities	3
	<b>Environment and Society:</b> understand the consequences of human modification of the physical environment (5th grade only)	2
	<b>Environment and Society:</b> understand how human modification of the physical environment in one place often leads to changes in other places (5th grad only)	2
	<b>Environment and Society:</b> understand the role of technology in the human modification of the physical environment (con't)	2
	<b>Environment and Society:</b> understand the ways in which the physical environment provides opportunities for people	2
	<b>Environment and Society:</b> understand th ways in which the physical environment constrains human activities.	2
N, B, & T: POLLUTANTS THREE	(No correlation to this activity.)	

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**CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO  
THE WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)**

Activity	St. Code	Relation
STOP THAT SEDIMENT	<b>Places and Regions:</b> understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate	3
	<b>Places and Regions:</b> understand how physical and human processes together shape places	1
	<b>Places and Regions:</b> understand the role of technology in shaping the characteristics of places	2
	<b>Environment and Society:</b> understand how people modify the physical environment	1
	<b>Environment and Society:</b> understand the consequences of human modification of the physical environment (5th grade only)	1
	<b>Environment and Society:</b> understand how human modification of the physical environment in one place often leads to changes in other places (5th grad only)	2
	<b>Environment and Society:</b> understand the role of technology in the human modification of the physical environment (con't)	1
WORKING TOGETHER TO PREVENT POLLUTION	(No correlation to this activity.)	
WATER-WISE LANDSCAPING	(No correlation to this activity.)	
WHOSE WATER IS IT?	<b>Places and Regions:</b> understand ways in which different people perceive places and regions	2
	<b>Places and Regions:</b> understand how personal characteristics affect our perception of places and regions (5th grade only)	1
	<b>Human Systems:</b> understand how cooperation and conflict affect places in the local community	1
	<b>Environment and Society:</b> understand how people depend on the physical environment	2
	<b>Environment and Society:</b> understand the consequences of human modification of the physical environment (5th grade only)	2
	<b>Environment and Society:</b> understand the role of resources in daily life	2
	<b>Environment and Society:</b> understand why people have different viewpoints regarding resource use (con't)	3
	<b>Environment and Society:</b> understand the fundamental role of energy resources in society (con't)	2
POLLUTION PETE PATROL	(No correlation to this activity.)	
<b>CHAPTER 4- GROUNDWATER RESOURCES</b>		
AQUIFER ADVENTURE	<b>Places and Regions:</b> understand ways in which different people perceive places and regions	1
	<b>Places and Regions:</b> understand how personal characteristics affect our perception of places and regions (5th grade only)	2

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**CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO  
THE WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)**

Activity	St. Code	Relation
BELIEVE IT OR NOT!	<b>Human Systems:</b> understand how cooperation and conflict affect places in the local community	1
	<b>Environment and Society:</b> understand how people depend on the physical environment	2
	<b>Environment and Society:</b> understand the consequences of human modification of the physical environment (5th grade only)	2
	<b>Environment and Society:</b> understand the role of resources in daily life	2
	<b>Environment and Society:</b> understand why people have different viewpoints regarding resource use (con't)	2
	<b>Environment and Society:</b> understand the fundamental role of energy resources in society (con't)	2
	<b>Places and Regions:</b> understand ways in which different people perceive places and regions	2
	<b>Places and Regions:</b> understand how personal characteristics affect our perception of places and regions (5th grade only)	2
	<b>Human Systems:</b> understand how cooperation and conflict affect places in the local community	2
AT A SNAIL'S PACE?	<b>Environment and Society:</b> understand how people depend on the physical environment	3
	<b>Environment and Society:</b> understand the consequences of human modification of the physical environment (5th grade only)	1
	<b>Environment and Society:</b> understand the role of resources in daily life	2
	<b>Environment and Society:</b> understand why people have different viewpoints regarding resource use (con't)	2
	<b>Environment and Society:</b> understand the fundamental role of energy resources in society (con't)	1
POROSITY & PERMEABILITY: "DOWN AND DIRTY"	<b>Places and Regions:</b> understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate)	3
	<b>Places and Regions:</b> understand how physical and human processes together shape places	1
	<b>Physical Systems:</b> understand how patterns (location, distribution, and association) of features on Earth's surface are shaped by physical processes	2
	<b>Physical Systems:</b> understand how patterns (location, distribution, and association) of features on Earth's surface are shaped by physical processes	2
	<b>Physical Systems:</b> understand how physical processes influence the formation and distribution of resources (5th grade only)	1

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**CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO  
THE WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)**

Activity	St. Code	Relation
CHECKS AND BALANCES	<b>Places and Regions:</b> understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate	2
	<b>Physical Systems:</b> understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	2
	<b>Physical Systems:</b> understand how physical processes influence the formation and distribution of resources (5th grade only)	3
	<b>Environment and Society:</b> understand how people modify the physical environment	1
	<b>Environment and Society:</b> understand how human modification of the physical environment in one place often leads to changes in other places (5th grad only)	2
	<b>Environment and Society:</b> understand how variations within the physical environment produce spatial patterns that affect human adaptation	2
	<b>Environment and Society:</b> understand th ways in which the physical environment constrains human activities.	2
		3
	<b>Environment and Society:</b> understand the characteristics of renewable, nonrenewable, and flow resources	2
	<b>Environment and Society:</b> understand the spatial distribution of resources	2
	<b>Environment and Society:</b> understand the role of resources in daily life	3
	<b>Environment and Society:</b> understand why people have different viewpoints regarding resource use (con't)	2
<b>Environment and Society:</b> understand the fundamental role of energy resources in society (con't)	2	
WELLS: A DEEP SUBJECT	(No correlation to this activity.)	
CAP A CHEMICAL	(No correlation to this activity.)	
FLUSH YOUR TROUBLES AWAY	(No correlation to this activity.)	
A TALE OF OOZE	<b>The World in Spatial Terms:</b> understand the locations of places within the local community and in nearby communities	1
	<b>Human Systems:</b> understand the location and spatial distribution of economic activities	1
	<b>Environment and Society:</b> understand how people modify the physical environment	2
	<b>Environment and Society:</b> understand that the physical environment can both accommodate and be endangered by human activities	2
	<b>Environment and Society:</b> understand the role of resources in daily life	1
	<b>Environment and Society:</b> understand the fundamental role of energy resources in society (con't)	2
	<b>The Uses of Geography:</b> understand how to apply the geographic point of view to solve social and environmental problems by making geographically informed decisions	2
STAMP OUT L.U.S.T.	(No correlation to this activity.)	

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**CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO  
THE WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)**

Activity	St. Code	Relation
DOWN ON THE FARM, DOWN IN THE WATER	<b>The World in Spatial Terms:</b> understand the locations of places within the local community and in nearby communities	1
	<b>The World in Spatial Terms:</b> understand distribution of major physical and human features at different scales (local to global). (5th grade).	1
	<b>The World in Spatial Terms:</b> understand how to translate mental maps into appropriate graphics to display geographic information and answer geographic questions	2
	<b>Places and Regions:</b> understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate	2
	<b>Physical Systems:</b> understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	2
	<b>Physical Systems:</b> understand how human activities influence changes in ecosystems (5th grade only)	3
	<b>Environment and Society:</b> understand how people modify the physical environment	2
	<b>Environment and Society:</b> understand that the physical environment can both accommodate and be endangered by human activities	2
	<b>Environment and Society:</b> understand the consequences of human modification of the physical environment (5th grade only)	2
	<b>Environment and Society:</b> understand how human modification of the physical environment in one place often leads to changes in other places (5th grad only)	1
	<b>Environment and Society:</b> understand the characteristics of renewable, nonrenewable, and flow resources	2
	<b>Environment and Society:</b> understand the fundamental role of energy resources in society (con't)	2
	GOIN' WITH THE FLOW	<b>Human Systems:</b> understand the location and spatial distribution of economic activities
<b>Human Systems:</b> understand the transportation and communication networks used in daily life		1
<b>Environment and Society:</b> understand how people depend on the physical environment		2
<b>Environment and Society:</b> understand how people modify the physical environment		2
<b>Environment and Society:</b> understand the consequences of human modification of the physical environment (5th grade only)		2
<b>Environment and Society:</b> understand how human modification of the physical environment in one place often leads to changes in other places (5th grad only)		1
<b>Environment and Society:</b> understand the role of technology in the human modification of the physical environment (con't)		2

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**CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO  
THE WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)**

Activity	St. Code	Relation
GOIN' WITH THE FLOW (CON'T)	<b>Environment and Society:</b> understand the role of resources in daily life	2
	<b>Environment and Society:</b> understand how the interaction of physical and human systems may shape present and future conditions on earth	1
<b>CHAPTER -WETLANDS AND COASTAL WATERS</b>		
WONDERFUL, WATERFUL WETLANDS	<b>Places and Regions:</b> understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate	3
	<b>Places and Regions:</b> understand the physical and human processes together shape places.	2
	<b>Physical Systems:</b> understand the components of ecosystems	3
	<b>Physical Systems:</b> understand the distribution and patterns of ecosystems	2
	<b>Physical Systems:</b> understand how ecosystems work (5th grade only)	3
	<b>Physical Systems:</b> understand how physical processes produce changes in ecosystems (5th grade only)	3
HOME, WET HOME	<b>Places and Regions:</b> understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate	3
	<b>Places and Regions:</b> understand how different physical processes shape places.	2
	<b>Physical Systems:</b> understand the components of ecosystems	3
	<b>Physical Systems:</b> understand the distribution and patterns of ecosystems	2
	<b>Physical Systems:</b> understand how ecosystems work (5th grade only)	3
	<b>Physical Systems:</b> understand how physical processes produce changes in ecosystems (5th grade only)	3
TO WHOM IT MAY CONCERN	<b>Physical Systems:</b> understand the components of ecosystems	1
	<b>Physical Systems:</b> understand how humans interact with ecosystems	3
	<b>Physical Systems:</b> understand how ecosystems work (5th grade only)	1
	<b>Physical Systems:</b> understand how physical processes produce changes in ecosystems (5th grade only)	2
	<b>Physical Systems:</b> understand how human activities influence changes in ecosystems (5th grade only)	3
	WHAT CAN I DO?	<b>Physical Systems:</b> understand the components of ecosystems
<b>Physical Systems:</b> understand how humans interact with ecosystems		3
<b>Physical Systems:</b> understand how ecosystems work (5th grade only)		1
<b>Physical Systems:</b> understand how physical processes produce changes in ecosystems (5th grade only)		2
<b>Physical Systems:</b> understand how human activities influence changes in ecosystems (5th grade only)		3
<b>Physical Systems:</b> understand how human activities influence changes in ecosystems (5th grade only)		3

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**CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO  
THE WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)**

Activity	St. Code	Relation
WHERE DID IT WEAR?	<b>Physical Systems:</b> understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	2
	<b>Physical Systems:</b> understand how patterns (location, distribution, and association) of features on Earth's surface are shaped by physical processes	3
	<b>Physical Systems:</b> understand how physical processes influence the formation and distribution of resources (5th grade only)	1
	<b>Physical Systems:</b> understand how to predict the consequences of physical processes on Earth's surface (5th grade only)	3
	<b>Environment and Society:</b> understand the ways in which the physical environment constrains human activities.	1
YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	<b>The World in Spatial Terms:</b> understand the characteristics and purposes of geographic representations - such as maps, globes, graphs, diagrams, aerial and other photographs, and satellite-produced images	1
	<b>The World in Spatial Terms:</b> understand how to display spatial information on maps and other geographic representations	2
	<b>The World in Spatial Terms:</b> understand the location of the earth's continents and oceans in relation to each other and to principal parallels and meridians	2
	<b>The World in Spatial Terms:</b> understand the location of major physical and human features in the United States and on Earth	2
DOWN IN THE OCEAN DUMPS	(No correlation to this activity.)	
THE INSIDE ON THE RED TIDE	(No correlation to this activity.)	
TREES BY THE SEA	<b>The World in Spatial Terms:</b> understand the characteristics and purposes of geographic representations - such as maps, globes, graphs, diagrams, aerial and other photographs, and satellite-produced images	1
	<b>The World in Spatial Terms:</b> understand the characteristics and purposes of tools and technologies - such as reference works and computer-based geographic information systems	1
	<b>The World in Spatial Terms:</b> understand how to use appropriate geographic tools and technologies	2
	<b>The World in Spatial Terms:</b> understand the spatial concepts of location, distance, direction, scale, movement, and region	2
ESTUARY WATER	(No correlation to this activity.)	
COASTAL CONSERVATION SCAVENGER HUNT	<b>Places and Regions:</b> understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate)	2
	<b>Places and Regions:</b> understand how physical and human processes together shape places	2
	<b>Places and Regions:</b> understand how different physical processes shape places.	1

RELATIONSHIP:

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

**CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO  
THE WATER SOURCEBOOK (3-5)  
(BY ACTIVITY)**

Activity	St. Code	Relation
	<b>Environment and Society:</b> understand how people depend on the physical environment	1
COASTAL CONSERVATION SCAVENGER HUNT (CONT)	<b>Environment and Society:</b> understand how people modify the physical environment	2
	<b>Environment and Society:</b> understand the consequences of human modification of the physical environment (5th grade only)	2
	<b>Environment and Society:</b> understand why people have different viewpoints regarding resource use (con't)	3
COASTAL FOOD WEB	(No correlation to this activity.)	

**RELATIONSHIP:**

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

# CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO THE WATER SOURCEBOOK

(BY STANDARD)

Standard	Activity	Relation
<b>Essential Element 1. The World in Spatial Terms-</b> Standard 1) How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective; 2) How to use mental maps to organize information about people, places, and environments in a spatial context; 3) How to analyze the spatial organization of people, places, and environments on Earth's surface.		
<b>The World in Spatial Terms:</b> understand the characteristics and purposes of geographic representations - such as maps, globes, graphs, diagrams, aerial and other photographs, and satellite-produced images	BY THE SEA	2
	PLANNING LAND USE	1
	AQUIFER ADVENTURE	1
	BELIEVE IT OR NOT!	1
	YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	1
	TREES BY THE SEA	1
<b>The World in Spatial Terms:</b> understand the characteristics and purposes of tools and technologies - such as reference works and computer-based geographic information systems	TREES BY THE SEA	1
<b>The World in Spatial Terms:</b> understand how to display spatial information on maps and other geographic representations	WATER ALL OVER THE WORLD	2
	BY THE SEA	2
	PLANNING LAND USE	2
	WILL THAT HOLD WATER?	1
	WATERY WORDS AND PLACES	2
	AQUIFER ADVENTURE	2
	BELIEVE IT OR NOT!	2
	YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	2
	<b>The World in Spatial Terms:</b> understand how to use appropriate geographic tools and technologies	PLANNING LAND USE
WATERY WORDS AND PLACES		2
TREES BY THE SEA		2
<b>The World in Spatial Terms:</b> understand the locations of places within the local community and in nearby communities	BY THE SEA	3
	PLANNING LAND USE	2
	WATERY WORDS AND PLACES	2
	BELIEVE IT OR NOT!	2
	A TALE OF OOZE	1
	DOWN ON THE FARM, DOWN IN THE WATER	1
<b>The World in Spatial Terms:</b> understand the location of the earth's continents and oceans in relation to each other and to principal parallels and meridians	WATER, WATER EVERYWHERE!	3
	WATERY WORDS AND PLACES	3

NOTE: NOT ALL STANDARDS ARE MET.

RELATIONSHIP:

3-standard main focus of activity, direct relation to standard

2-standard supported or addressed in activity

1-standard is part of focus of activity

# CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO THE WATER SOURCEBOOK

(BY STANDARD)

Standard	Activity	Relation
<b>The World in Spatial Terms:</b> understand the location of the earth's continents and oceans in relation to each other and to principal parallels and meridians (con't)	YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	2
<b>The World in Spatial Terms:</b> understand the location of major physical and human features in the United States and on Earth	BY THE SEA	1
<b>The World in Spatial Terms:</b> understand the location of major physical and human features in the United States and on Earth	WILL THAT HOLD WATER?	3
	YOUR MUST HAVE BEEN A BEAUTIFUL "BAY-BEE"	2
<b>The World in Spatial Terms:</b> understand distribution of major physical and human features at different scales (local to global). (5th grade only).	DOWN ON THE FARM, DOWN IN THE WATER	1
<b>The World in Spatial Terms:</b> understand ow to translate mental maps into appropriate graphics to display geographic information and answer geographic questions	WATER, WATER EVERYWHERE!	3
	BY THE SEA	1
	PLANNING LAND USE	3
	WATERY WORDS AND PLACES	3
	BELIEVE IT OR NOT!	2
	DOWN ON THE FARM, DOWN IN THE WATER	2
<b>The World in Spatial Terms:</b> understand the spatial concepts of location, distance, direction, scale, movement, and region	TREES BY THE SEA	2
<b>Essential Element 2. Places and Regions-</b> Standard 4) The physical and human characteristics of places; 5) That people create regions to interpret Earth's complexity; 6) How culture and experience influence people's perceptions of places and regions.		
<b>Places and Regions:</b> understand the physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate	SHEDDING LIGHT ON WATERSHEDS	2
	WILL THAT HOLD WATER?	1
	STOP THAT SEDIMENT	3
	AT A SNAIL'S PACE?	3
	POROSITY & PERMEABILITY: "DOWN AND DIRTY"	3
	CHECKS AND BALANCES	2
	DOWN ON THE FARM, DOWN IN THE WATER	2
	WONDERFUL, WATERFALL WETLANDS	3
	HOME, WET HOME	3
	COASTAL CONSERVATION SCAVENGER HUNT	2

NOTE: NOT ALL STANDARDS ARE MET.

RELATIONSHIP:

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# CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO THE WATER SOURCEBOOK

(BY STANDARD)

Standard	Activity	Relation	
<b>Places and Regions:</b> understand how physical and human processes together shape places	WILL THAT HOLD WATER?	2	
	STOP THAT SEDIMENT	1	
	AT A SNAIL'S PACE?	1	
	POROSITY & PERMEABILITY: "DOWN AND DIRTY"	1	
	COASTAL CONSERVATION SCAVENGER HUNT	2	
	<b>Places and Regions:</b> understand the physical and human characteristics of places	SHEDDING LIGHT ON WATERSHEDS	2
		WONDERFUL, WATERFALL WETLANDS	2
	<b>Places and Regions:</b> understand how different physical processes shape places.	HOME, WET HOME	2
		COASTAL CONSERVATION SCAVENGER HUNT	1
	<b>Places and Regions:</b> understand the role of technology in shaping the characteristics of places	WILL THAT HOLD WATER?	2
STOP THAT SEDIMENT PLANNING LAND USE		2 2	
<b>Places and Regions:</b> understand how to describe the student's own community and region from different perspectives	WATER'S JOURNEY	2	
	SAVING A RESOURCE IN JEOPARDY	2	
<b>Places and Regions:</b> understand ways in which different people perceive places and regions	WATER GOES AROUND AND COMES AROUND	2	
	PLANNING LAND USE	3	
	WATER GOES AROUND AND COMES AROUND	1	
<b>Places and Regions:</b> understand how personal characteristics affect our perception of places and regions (5th grade only)	WHOSE WATER IS IT?	2	
	WHOSE WATER IS IT?	1	
<b>Places and Regions:</b> understand how culture and technology affect perception of places and regions (5th grade only)	PLANNING LAND USE	2	
	<b>Essential Element 3. Physical Systems-</b> 7) The physical processes that shape the patterns of Earth's surface; 8) The characteristics and spatial distribution of ecosystems on Earth's surface.		
<b>Physical Systems:</b> understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere	LET'S GO DOWN UNDER!	3	
	THE INVISIBLE WATER SOURCE	2	
	A SALT WATER-Y WORLD	2	
	AT A SNAIL'S PACE?	2	
	CHECKS AND BALANCES	2	

NOTE: NOT ALL STANDARDS ARE MET.

RELATIONSHIP:

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# CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO THE WATER SOURCEBOOK

(BY STANDARD)

Standard	Activity	Relation
<b>Physical Systems:</b> understand the components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere (con't)	DOWN ON THE FARM, DOWN IN THE WATER	2
	WHERE DID IT WEAR?	2
<b>Physical Systems:</b> understand how patterns (location, distribution, and association) of features on Earth's surface are shaped by physical processes	WATER ALL OVER THE WORLD	1
	LET'S GO DOWN UNDER! THE INVISIBLE WATER SOURCE	2 1
	A SALT WATER-Y WORLD AT A SNAIL'S PACE?	1 2
	POROSITY & PERMEABILITY: "DOWN AND DIRTY"	2
	POROSITY & PERMEABILITY: "DOWN AND DIRTY"	2
	WHERE DID IT WEAR?	3
	WHERE DID IT WEAR?	3
<b>Physical Systems:</b> understand how Earth-Sun relations affect conditions on earth	WATER ALL OVER THE WORLD	1
	LET'S GO DOWN UNDER! THE INVISIBLE WATER SOURCE	1 1
	A SALT WATER-Y WORLD	3
	LET'S GO DOWN UNDER!	2
<b>Physical Systems:</b> understand how physical processes influence the formation and distribution of resources (5th grade only)	LET'S GO DOWN UNDER!	2
	WILL THAT HOLD WATER? THE INVISIBLE WATER SOURCE	2 2
	A SALT WATER-Y WORLD AT A SNAIL'S PACE?	2 1
	POROSITY & PERMEABILITY: "DOWN AND DIRTY"	1
	CHECKS AND BALANCES	3
	WHERE DID IT WEAR?	1
	A SALT WATER-Y WORLD	2
	WHERE DID IT WEAR?	3
<b>Physical Systems:</b> understand how to predict the consequences of physical processes on Earth's surface (5th grade only)  <b>Physical Systems:</b> understand the components of ecosystems	WETLAND IN A BOTTLE	2
	LIVING IN WATER	3
	WONDERFUL, WATERFALL	3
	WETLANDS	3
	HOME, WET HOME	3
	WHERE DID IT WEAR?	3

NOTE: NOT ALL STANDARDS ARE MET.

RELATIONSHIP:

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# CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO THE WATER SOURCEBOOK

(BY STANDARD)

Standard	Activity	Relation
	TO WHOM IT MAY CONCERN	1
	WHAT CAN I DO?	1

NOTE: NOT ALL STANDARDS ARE MET.

RELATIONSHIP:

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# CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO THE WATER SOURCEBOOK

(BY STANDARD)

Standard	Activity	Relation
<b>Physical Systems:</b> understand the distribution and patterns of ecosystems	WETLAND IN A BOTTLE	2
	WONDERFUL, WATERFALL WETLANDS	2
	HOME, WET HOME	2
<b>Physical Systems:</b> understand how humans interact with ecosystems	WHAT'S THE DIFFERENCE?	2
	SETTLING THE WASTEWATER PROBLEM	2
	WASTE NOT, WANT NOT TO WHOM IT MAY CONCERN	2
	WHAT CAN I DO?	3
<b>Physical Systems:</b> understand how ecosystems work (5th grade only)	WETLAND IN A BOTTLE	3
	LIVING IN WATER	2
	WONDERFUL, WATERFALL WETLANDS	3
	HOME, WET HOME	3
	TO WHOM IT MAY CONCERN	1
	WHAT CAN I DO?	1
<b>Physical Systems:</b> understand how physical processes produce changes in ecosystems (5th grade only)	WHAT'S THE DIFFERENCE?	2
	WETLAND IN A BOTTLE	2
	WONDERFUL, WATERFALL WETLANDS	3
	HOME, WET HOME	3
	TO WHOM IT MAY CONCERN	2
	WHAT CAN I DO?	2
<b>Physical Systems:</b> understand how human activities influence changes in ecosystems (5th grade only)	WHAT'S THE DIFFERENCE?	2
	WETLAND IN A BOTTLE	2
	SETTLING THE WASTEWATER PROBLEM	2
	WASTE NOT, WANT NOT	2
	DOWN ON THE FARM, DOWN IN THE WATER	3
	TO WHOM IT MAY CONCERN	3
	WHAT CAN I DO?	3

NOTE: NOT ALL STANDARDS ARE MET.

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# CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO THE WATER SOURCEBOOK

(BY STANDARD)

Standard	Activity	Relation
<p><b>Essential Element 4. Human Systems-</b> Standard 9) The characteristics, distribution, and migration of human populations on Earth's surface; 10) The characteristics, distribution, and complexity of Earth's cultural mosaics; 11) The patterns and networks of economic interdependence on Earth's surface; 12) The processes, patterns, and functions of human settlement; 13) How the forces of cooperation and conflict among people influence the division and control of Earth's surface.</p>		
<p><b>Human Systems:</b> understand the location and spatial distribution of economic activities</p>	PLANNING LAND USE	2
	A TALE OF OOZE	1
	GIN' WITH THE FLOW	2
<p><b>Human Systems:</b> understand the factors that influence the location and spatial distribution of economic activities</p>	PLANNING LAND USE	2
	WATER GOES AROUND AND COMES AROUND	1
<p><b>Human Systems:</b> understand the transportation and communication networks used in daily life</p>	GIN' WITH THE FLOW	1
<p><b>Human Systems:</b> understand the types and spatial patterns of settlement</p>	PLANNING LAND USE	2
<p><b>Human Systems:</b> understand the factors that affect where people settle</p>	PLANNING LAND USE	2
	BELIEVE IT OR NOT!	2
<p><b>Human Systems:</b> understand how cooperation and conflict affect places in the local community</p>	WHOSE WATER IS IT?	1
<p><b>Essential Element 5. Environment and Society-</b> Standard 14) How human actions modify the physical environment; 15) How physical systems affect human systems; 16) The changes that occur in the meaning, use, distribution, and importance of resources.</p>		
<p><b>Environment and Society:</b> understand how people depend on the physical environment</p>	LET'S GO DOWN UNDER!	2
	PLANNING LAND USE	2
	WATER'S JOURNEY	2
	SAVING A RESOURCE IN JEOPARDY	2
	WATER GOES AROUND AND COMES AROUND	2
	SETTLING THE	3
	WASTEWATER PROBLEM	
	WASTE NOT, WANT NOT	3
	WHOSE WATER IS IT?	2
	BELIEVE IT OR NOT!	2
	GIN' WITH THE FLOW	2
	COASTAL CONSERVATION	1
	SCAVENGER HUNT	
<p><b>Environment and Society:</b> understand how people modify the physical environment</p>	PLANNING LAND USE	1
	SETTLING THE	2
	WASTEWATER PROBLEM	
	WASTE NOT, WANT NOT	2

NOTE: NOT ALL STANDARDS ARE MET.

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# CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO THE WATER SOURCEBOOK

(BY STANDARD)

Standard	Activity	Relation
	ACID RAIN, GO AWAY!	3
<b>Environment and Society:</b> understand how people modify the physical environment (con't)	STOP THAT SEDIMENT	1
	CHECKS AND BALANCES	1
	A TALE OF OOZE	2
	DOWN ON THE FARM, DOWN IN THE WATER	2
	GIN' WITH THE FLOW	2
	COASTAL CONSERVATION	2
	SCAVENGER HUNT	2
<b>Environment and Society:</b> understand that the physical environment can both accommodate and be endangered by human activities	LET'S GO DOWN UNDER!	2
	WATER'S JOURNEY	2
	SAVING A RESOURCE IN JEOPARDY	2
	ACID RAIN, GO AWAY!	3
	A TALE OF OOZE	2
	DOWN ON THE FARM, DOWN IN THE WATER	2
<b>Environment and Society:</b> understand the consequences of human modification of the physical environment (5th grade only)	PLANNING LAND USE	2
	WATER GOES AROUND AND COMES AROUND	2
	SETTLING THE WASTEWATER PROBLEM	2
	WASTE NOT, WANT NOT	2
	ACID RAIN, GO AWAY!	2
	STOP THAT SEDIMENT	1
	WHOSE WATER IS IT?	2
	DOWN ON THE FARM, DOWN IN THE WATER	2
	GIN' WITH THE FLOW	2
	COASTAL CONSERVATION	2
	SCAVENGER HUNT	2
<b>Environment and Society:</b> understand how human modification of the physical environment in one place often leads to changes in other places (5th grad only)	LET'S GO DOWN UNDER!	1
	SETTLING THE WASTEWATER PROBLEM	1
	WASTE NOT, WANT NOT	1
	ACID RAIN, GO AWAY!	2
	STOP THAT SEDIMENT	2
	CHECKS AND BALANCES	2
	DOWN ON THE FARM, DOWN IN THE WATER	1
	GIN' WITH THE FLOW	1

NOTE: NOT ALL STANDARDS ARE MET.

RELATIONSHIP:

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# CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO THE WATER SOURCEBOOK

(BY STANDARD)

Standard	Activity	Relation
<b>Environment and Society:</b> understand the role of technology in the human modification of the physical environment	PLANNING LAND USE	1
	ACID RAIN, GO AWAY!	2
	STOP THAT SEDIMENT	1
	GIN' WITH THE FLOW	2
<b>Environment and Society:</b> understand how variations within the physical environment produce spatial patterns that affect human adaptation <b>Environment and Society:</b> understand the ways in which the physical environment provides opportunities for people	CHECKS AND BALANCES	2
	WHAT A WATER JOB!	3
	ACID RAIN, GO AWAY!	2
	ACID RAIN, GO AWAY!	2
	CHECKS AND BALANCES	2
<b>Environment and Society:</b> understand the characteristics of renewable, nonrenewable, and flow resources	WHERE DID IT WEAR?	1
	THE RETURNING RAINDROP	1
	WATER ALL OVER THE WORLD	1
	WATER'S JOURNEY	2
	SAVING A RESOURCE IN JEOPARDY	2
	WATER GOES AROUND AND COMES AROUND	2
	THE INVISIBLE WATER SOURCE	2
	SETTLING THE WASTEWATER PROBLEM	2
	WASTE NOT, WANT NOT	2
	CHECKS AND BALANCES	3
	DOWN ON THE FARM, DOWN IN THE WATER	2
<b>Environment and Society:</b> understand the spatial distribution of resources	WATER, WATER EVERYWHERE!	2
	THE RETURNING RAINDROP	2
	WATER ALL OVER THE WORLD	2
	WATER'S JOURNEY	2
	SAVING A RESOURCE IN JEOPARDY	2
	THE INVISIBLE WATER SOURCE	2
	BELIEVE IT OR NOT!	2
	CHECKS AND BALANCES	2
<b>Environment and Society:</b> understand the role of resources in daily life	WATER, WATER EVERYWHERE!	2

NOTE: NOT ALL STANDARDS ARE MET.

RELATIONSHIP:

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# CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO THE WATER SOURCEBOOK

(BY STANDARD)

Standard	Activity	Relation
	THE RETURNING RAINDROP	2
<b>Environment and Society:</b> understand the role of resources in daily life (con't)	WATER ALL OVER THE WORLD	2
	WATER'S JOURNEY	3
	SAVING A RESOURCE IN JEOPARDY	3
	WATER GOES AROUND AND COMES AROUND	3
	THE INVISIBLE WATER SOURCE	2
	SETTLING THE WASTEWATER PROBLEM	3
	WASTE NOT, WANT NOT	3
	WHOSE WATER IS IT?	2
	BELIEVE IT OR NOT!	2
	CHECKS AND BALANCES	3
	A TALE OF OOZE	1
	GIN' WITH THE FLOW	2
	<b>Environment and Society:</b> understand the worldwide distribution and use of resources	BELIEVE IT OR NOT!
<b>Environment and Society:</b> understand why people have different viewpoints regarding resource use	WATER, WATER EVERYWHERE!	2
	WATER'S JOURNEY	1
	SAVING A RESOURCE IN JEOPARDY	1
	WATER GOES AROUND AND COMES AROUND	2
	SETTLING THE WASTEWATER PROBLEM	2
	WASTE NOT, WANT NOT	2
	WHOSE WATER IS IT?	3
	CHECKS AND BALANCES	2
	COASTAL CONSERVATION	3
	SCAVENGER HUNT	3
<b>Environment and Society:</b> understand how technology affects the definition of, access to, and use of resources	SETTLING THE WASTEWATER PROBLEM	1
	WASTE NOT, WANT NOT	1
<b>Environment and Society:</b> understand the fundamental role of energy resources in society	WATER, WATER EVERYWHERE!	2
	THE RETURNING RAINDROP	2
	WATER'S JOURNEY	2
	SAVING A RESOURCE IN JEOPARDY	2
	WATER GOES AROUND AND COMES AROUND	2

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# CORRELATION OF NATIONAL GEOGRAPHY STANDARDS TO THE WATER SOURCEBOOK

(BY STANDARD)

Standard	Activity	Relation
	SETTLING THE WASTEWATER PROBLEM	2
	WASTE NOT, WANT NOT	2
<b>Environment and Society:</b> understand the fundamental role of energy resources in society (con't)	WHOSE WATER IS IT?	2
	CHECKS AND BALANCES	2
	A TALE OF OOZE	2
	DOWN ON THE FARM, DOWN IN THE WATER	2
<b>Environment and Society:</b> understand how the interaction of physical and human systems may shape present and future conditions on earth	GIN' WITH THE FLOW	1
<b>Essential Element 6. The uses of Geography-</b> Standard 17) How to apply geography to interpret the past; 18) How to apply geography to interpret the present and plan for the future.		
<b>The Uses of Geography:</b> understand how to apply the geographic point of view to solve social and environmental problems by making geographically informed decisions	A TALE OF OOZE	2

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**CHAPTER 1 - INTRODUCTION TO WATER (Grades 3-5)**  
**Quality Core Curriculum (QCC)**

Activity	QCC Correlation			ITBS			Other	
	3rd	4th	5th	3rd	4th	5th		
Water Chemistry		S4.1 S4.2 S4.3 S4.4	S5.5 S5.6 S5.7				Inquiry Skills	1-4
Water, Water Everywhere	S3.1 S3.2 S3.3	S4.1 S4.2 S4.25 S4.3 S4.4					Inquiry Skills	
The Returning Raindrop		S4.1 S4.28 S4.3 S4.4					Inquiry Skills	1-4
Water All Over The World	SS3.16 SS3.17 SS3.18 SS3.21	S4.1 S4.2 S4.26 S4.3 S4.4		LS3.29			Inquiry Skills	1-4
Let's Go Down Under	SS3.17	S4.1 S4.2 S4.25 S4.26 S4.28 S4.3 S4.4		LS3.29			Inquiry Skills	1-4
By The Sea	SS3.16 SS3.21	S4.1 S4.2 S4.23 S4.24 S4.25 S4.26 S4.3 S4.4	S5.31	LS3.14 LS3.29	LS4.24 LS4.6	LS5.30	Inquiry Skills	1-4
Shedding Light On Watersheds	S3.1 S3.2 S3.3 S3.4 SS3.17	S4.1 S4.2 S4.28 S4.3 S4.4		LS3.29			Inquiry Skills	

Activity	QCC Correlation			ITBS			Other	
	3rd	4th	5th	3rd	4th	5th		
Planning Land Use	SS3.16 SS3.19	S4.1 S4.2 S4.23 S4.24 S4.25 S4.26 S4.3 S4.4	S5.26 S5.28				Inquiry Skills	1-4
What's The Difference?		S4.1 S4.2 S4.23 S4.24 S4.25 S4.26 S4.3 S4.4			ES4.3	ES5.3 3	Inquiry Skills	1-4
For Sale: Used Water		S4.1 S4.2 S4.25 S4.26 S4.3 S4.4					Inquiry Skills	1-4
Water's Journey		S4.1 S4.2 S4.23 S4.24 S4.25 S4.26 S4.3 S4.4					Inquiry Skills	1-4
Saving A Resource In Jeopardy		S4.25 S4.26					Inquiry Skills	1-4
What A Water Job!							Inquiry Skills	1-4



**CHAPTER 2 - DRINKING WATER AND WASTEWATER TREATMENT**  
(Grades 3-5)

**Quality Core Curriculum (QCC)**

Activity	QCC Correlation			ITBS			Other	
	3rd	4th	5th	3rd	4th	5th		
Water Goes Around And Comes Around		S4.25 S4.26	S5.6	ES3.2 9	ES4.3	ES5.3 3	Inquiry Skills	1-4
Water Works		S4.24 S4.25 S4.26					Inquiry Skills	1-4
Will That Hold Water?		S4.10	S5.29				Inquiry Skills	1-4
The Invisible Water Source		S4.23 S4.25 S4.26 S4.28		ES3.2 9			Inquiry Skills	1-4
Hard or Soft?	ES3.18	S4.25 S4.26					Inquiry Skills	1-4
Get the Salt Out!		S4.28 S4.29	S5.30				Inquiry Skills	1-4
The Main Drain		S4.25 S4.26					Inquiry Skills	1-4
The Wastewater Story		S4.24 S4.25 S4.26					Inquiry Skills	1-4
Wetland in a Bottle	LS3.12 LS3.15 SS3.16 SS3.19 SS3.21	LS4.23 LS4.24 LS4.25 LS4.26		LS3.14 LS3.20 ES3.2 9	LS4.17 4.24 LS4.6	LS5.23 LS5.30 5.37	Inquiry Skills	1-4
Settling the Wastewater Problem	S3.12 S3.15 SS3.16 SS3.19 SS3.21	S4.23 S4.24 S4.25 S4.26	S5.33				Inquiry Skills	1-4
Waste Not, Want Not		S4.25 S4.26					Inquiry Skills	1-4
Water Patrol		S4.25 S4.26					Inquiry Skills	1-4

**CHAPTER 3 - SURFACE WATER RESOURCES (Grades 3-5)**  
**Quality Core Curriculum (QCC)**

Activity	QCC Correlation			ITBS			Other	
	3rd	4th	5th	3rd	4th	5th		
A Salt Water-y World		S4.26		ES3.2 9			Inquiry Skills	1-4
Watery Words and Places	SS3.16 SS3.17 SS3.18 SS3.19 SS3.21			ES3.2 9			Inquiry Skills	1-4
Living in Water?	S3.12 S3.15 SS3.16	S4.23 S4.24 S4.25 S4.26		LS3.20	LS4.17 LS4.6	LS5.23 LS5.27 LS5.30	Inquiry Skills	1-4
Posted! No Fishing, No Swimming		S4.25	S5.33	LS3.20	ES4.3 LS4.6	LS5.30 ES5.3 3	Inquiry Skills	1-4
Cleaning Up		S4.25 S4.26		ES3.2 9	ES4.3	ES5.3 3	Inquiry Skills	1-4
Acid Rain, Go Away!	3.18 3.21	4.25		ES3.2 9	ES4.3	ES5.3 ES5.3 3		
N, B, & T: Pollutants Three		S4.23 S4.24 S4.25 S4.26			ES4.3	ES5.3 3	Inquiry Skills	1-4
Stop That Sediment	SS3.16 SS3.19	S4.25 S4.26	S5.26 S5.28			ES5.3 0	Inquiry Skills	1-4
Working Together To Prevent Pollution		S4.24 S4.25 S4.26	5.26 5.28		ES4.3	ES5.3 3	Inquiry Skills	1-4
Water-Wise Landscaping		S4.31 S4.32		W3.13 W3.4 LS3.17	LS4.21 W4.25 W4.34	W5.15 LS5.4	Inquiry Skills	1-4
Whose Water Is It?		S4.25 S4.26					Inquiry Skills	1-4
Pollution Pete Patrol		S4.25 S4.26			ES4.3	ES5.3 3	Inquiry Skills	1-4

**CHAPTER 4 - GROUND WATER RESOURCES (Grades 3-5)**  
**Quality Core Curriculum (QCC)**

Activity	QCC Correlation			ITBS			Other	
	3rd	4th	5th	3rd	4th	5th		
Aquifer Adventure		S4.26		ES3.2 9			Inquiry Skills	1-4
Believe It or Not!				ES3.2 9				
At A Snail's Pace?	S3.18 S3.	S4.24		ES3.2 9		LS5.30	Inquiry Skills	1-4
Porosity & Permeability: "Down and Dirty"	S3.18	S4.26		LS3.29			Inquiry Skills	1-4
Checks and Balances	SS3.18	S4.25 S4.26	S5.30	ES3.2 9			Inquiry Skills	1-4
Wells: A Deep Subject		S4.25 S4.26		ES3.2 9			Inquiry Skills	1-4
Cap A Chemical		S4.25		ES3.2 9	ES4.3	ES5.3 3	Inquiry Skills	1-4
Flush Your Troubles Away		S4.24 S4.25 S4.26					Inquiry Skills	1-4
A Tale of Ooze		S4.25 S4.26	S5.15 S5.26 S5.28 S5.7		ES4.3	ES5.3 3	Inquiry Skills	1-4
Stamp Out L.U.S.T.		S4.25 S4.26			ES4.3	ES5.3 3	Inquiry Skills	1-4
Down On The Farm, Down In The Water	S3.12	S4.23 S4.24 S4.25 S4.26					Inquiry Skills	1-4
Goin' With The Flow		S4.26					Inquiry Skills	1-4

**CHAPTER 5 - WETLANDS AND COASTAL WATERS (Grades 3-5)**  
**Quality Core Curriculum (QCC)**

Activity	QCC Correlation			ITBS			Other	
	3rd	4th	5th	3rd	4th	5th		
Wonderful, Waterful Wetlands	SS3.19 SS3.21	S4.23 S4.24		LS3.14 ES3.2 9	LS4.17 LS4.24	LS5.23 LS5.37 LS5.4	Inquiry Skills	1-4
Home, Wet Home	S3.12 S3.15 SS3.19 SS3.21	S4.23 S4.24		LS3.14 LS3.20	LS4.17 LS4.24 LS4.6	LS5.23 LS5.30	Inquiry Skills	1-4
To Whom It May Concern	SS3.19 SS3.21	S4.24 S4.25 S4.26					Inquiry Skills	1-4
What Can You Do?		S4.26					Inquiry Skills	1-4
Where Did It Wear?	SS3.18 SS3.19		S5.26 S5.28 S5.31			ES5.3	Inquiry Skills	1-4
You Must Have Been A Beautiful "Bay-Bee"	SS3.19 SS3.21	S4.25 S4.26	S5.31	ES3.2 9	ES4.3	ES5.3 3	Inquiry Skills	1-4
Down In The Ocean Dumps!		S4.25 S4.26	S5.32 S5.33 S5.34		ES4.3 ES4.3 3		Inquiry Skills	1-4
The Inside On Red Tide			S5.30 S5.31 S5.32 S5.33 S5.34 S5.7	LS3.20	ES4.3 LS4.6	LS5.30 ES5.3 3	Inquiry Skills	1-4
Trees By The Sea	S3.12 S3.15	S4.23 S4.24	5.31	LS3.10 LS3.14	LS4.24 LS4.28	ES5.1 4	Inquiry Skills	1-4
Estuary Water	S3.12 S3.15 SS3.16 SS3.19 SS3.21	S4.23 S4.24	S5.30 S5.31 S5.32	LS3.14	LS4.24		Inquiry Skills	1-4

Activity	QCC Correlation			ITBS			Other	
	3rd	4th	5th	3rd	4th	5th		
Coastal Conservation Scavenger Hunt	S3.1 S3.12 S3.15 S3.2 S3.3 S3.4 SS3.19 SS3.21	S4.23 S4.24	S5.33	LS3.20	LS4.17	LS5.23 ES5.3 3 LS5.37	Inquiry Skills	1-4
Coastal Food Web	S3.12 S3.15 SS3.21	S4.23 S4.24	S5.30 S5.31 S5.32 S5.33 S5.34		LS4.17	LS5.23 LS5.37	Inquiry Skills	1-4